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## "THE TASK IS GREAT . . ."

"The American people have to learn to understand unerringly that the real goal of this war, and the only goal worthy of its sacrifices, is the establishment of a just peace.

"We must learn our way around among the various principles and types of international organization that have been tried or suggested. We must develop a strong feeling of responsibility for world order. We must consider the limits to which we are prepared to go in joint international commitments which involve the delegation of some elements of national sovereignty. We must achieve mutual friendship, appreciation, and confidence with the people of the other United Nations. We must emerge from this war a stronger and more purposeful democracy than we were when it began. We must develop an understanding of international issues too strong to be shaken by specious slogans.

"In this enormous task all forms of organized and informal education services should be mobilized into a powerful army of liberation. The press, radio, cinema, theater, churches, youth organizations, civic and cultural organizations, professional associations, labor unions, business organizations, women's clubs, and farm groups, as well as schools, colleges, and libraries, have a part in the great task.

"We require the interest and effort of the entire nation to win the war. We shall require the informed interest and intelligent effort of the entire nation to win the peace. War and postwar are parts of one great effort; there can be no slackers in either part. The task is great; the time is short; the stakes are the future well-being and happiness of the human race. Let every responsible citizen be enlisted in this campaign of enlightenment.

"For as surely as the earth turns, force and violence shall be the law; and wars of cataclysmic destruction shall be the penalty; and blood and tears shall be the inheritance of that people who neglect to learn and to teach that the earth has grown smaller, that all men on it are fundamentally alike, that no human being need now lack food or shelter, and that science has made it necessary for men to live at peace if they want to live at all."

—From *Education and the People's Peace*, a statement by the Educational Policies Commission of the National Education Association and the American Association of School Administrators, May, 1943.

## TRADITIONAL AMERICAN LIBERALISM

*Address by John K. Ruckelshaus of Indianapolis, delivered before the Institute on War and Postwar Issues at Spring Mill Park, June 4, 1943.*

In December of 1864 at Manchester, England, John Ruskin delivered a lecture in connection with an appeal for a library fund. He urged that there be established libraries which would be open to all classes of people. Near the close of his address Ruskin stated, "How inconceivable in the state of our present national wisdom that we should bring our peasants to a book exercise instead of a bayonet exercise!—organize, drill, maintain with pay, and good generalship, armies of thinkers instead of armies of stabbers—find national amusement in reading rooms as well as rifle grounds; give prizes for a fair shot at a fact as well as a leaden splash on a target."

That observation hardly sounds convincing to our ears. We have been blessed with many and great libraries open to all. We have war. However, it might be argued that had Ruskin's counsel about book exercises been fairly followed, we might today have been able to avoid this wholesale business of bayonet exercise. Yet some eighty years later we are confronted with the problem of decisively making first a leaden splash on certain targets in order that we may continue to have the opportunity freely to take a fair shot at a fact. We all recognize that we must first win this war, then accomplish the difficult task of establishing the foundation for a lasting peace, before our democratic way of life can have a reasonable chance for continued existence.

I am pleased to have this opportunity to appear before such a distinguished organization for the purpose of participating in this Indiana Institute on War and Postwar Issues. For we do know that chiefly through books and libraries we can hope to obtain an intelligent picture of the international situation. You and I will most likely never

have the chance to meet and talk to Churchill or his cabinet members, or even our own President and the members of his cabinet. We can meet and hear them through the medium of a book.

My particular subject is "The Issues and their Importance." I would not test your endurance by attempting a discussion of all of the issues. I will endeavor briefly to outline to you what would appear to be the more important of the issues which are related to the war and the postwar period. I will present such issues as objectively as possible. In discussing their importance, however, it will be difficult at certain points to avoid indicating an opinion.

In connection with this war I would not venture to discuss military problems. But there are certain extensive phases of our war effort largely entrusted to volunteer groups of citizens, such as civilian defense, price administration, and selective service. I have served as government appeal agent and as a member of a Board of Appeal in connection with the Selective Service Law for more than a year. I would like briefly to suggest some of the more important questions arising out of the administration of this law. Everyone connected with a draft board has been confronted with troublesome and occasionally exasperating cases of men claiming exemption as conscientious objectors. It has been my observation that most of the people who claim to be conscientious objectors are quite likely sincere. Undoubtedly there are some whose religious scruples suddenly and conveniently come into being just about the time they are in danger of being inducted into the army. But I do think it is worthy of notice that our government gives a man who has genuine conscientious objections to military service

every opportunity to establish such fact and to be assigned to work of a non-military character. In the face of a national crisis and much criticism, we have steadfastly stood by our basic constitutional principles of freedom of religion.

The draft official faces the problem also of determining whether a man qualified for military service is necessary to an essential war or civilian line of work. These cases are many times quite difficult. For illustration, frequently a young man, unmarried, is said by his employer to be an indispensable worker who cannot be replaced. There are occasions when one industry may suddenly be confronted with the fact that a large number of employees not necessarily highly skilled are to be put into the army at about the same time. To correct these difficulties the selective service officers have encouraged the establishment of replacement schedules whereby it is provided that men who can be replaced are taken from a particular industry gradually over an extended period. This problem continues to be most troublesome.

Finally, there is the question of dependency. It is clearly the policy of the government to defer a man whose induction would create a serious family hardship. For example, one who had seriously ill members of his family definitely dependent on his earnings for their proper care would in a hard case be given a deferment. We are told that fathers supporting and living with their children, heretofore deferred, will soon be put on the eligible list.

Another question is the effect this war is having on the family. No doubt, war has always brought some damaging consequences to this highly important institution. But this war, I am sure, is far more extensive in its disrupting influence. As a lawyer, I have been frequently troubled by some of the instances of divorces arising chiefly, if not entirely, out of the disorganizing effects of the war. In a city like Indianapolis we are told of the alarming increase of juvenile delinquency. We hear of cases where young children, even tiny babies, are left com-

pletely to themselves all day long while both their parents work in some defense plant. Here is a situation the tragic consequences of which may be with us for many years to come. It is a problem that deserves sympathetic but vigorous attention.

Finally, there is the war problem of national morale. I believe vital phases of this problem still remain with us. It is true that with very few exceptions our people are wholehearted in their support of our effort to win this war as quickly and decisively as possible. We still have here and there a citizen more concerned with criticism of the British or the Russians than of our common enemy. But that type of criticism is fading. Recent military achievements of the British in Africa and the Russians on the Eastern front seem to have pretty well taken care of that source of disunity.

We do, however, see alarming signs of anti-semitism. Too frequently do we hear ridiculous stories about the Jew being the sole cause of all our ills. These stories are given credence by many people who surely should know better. There are undoubtedly Christians who are anti-semitic. But it does seem unanswerable that a Christian who indulges in such a practice is completely ignoring certain principles of his religion. I can conceive of no greater blow to our morale than that there should surge forth in our land a wave of hatred and prejudice based on this false principle.

The idea of race superiority has manifested itself in other ways. But lately we hear much talk of Anglo-Saxon domination. I heard a discussion recently by people who were in the forefront of the fight for international cooperation. There was approval for the thought that this world must be dominated and controlled hereafter by the English and our country; that the Latin peoples, including France and South America, would have to take a secondary position, as by nature they were not and could not be qualified to act as an equal with us in international affairs. What do you suppose a Frenchman or a Brazilian would think of

this idea of racial superiority? Surely the fine work of our State Department in cementing the friendship of the Americas by the good neighbor policy was accomplished not on such a premise but on the contrary principle of the equality of all nations believing in law and order; on the rule of justice, not on a rule of force to be administered by a favored race. Here again is but another manifestation of an issue which must be determined in war if we are to attain a lasting peace.

While the chief issues involved in this war are properly in the hands of military experts, the issues to arise in our postwar world are going to be largely in the hands of the average citizen. Recently in Indianapolis an officer attached to the British Embassy in Washington expressed the conviction that the future of the world for the next one hundred years would be determined by what the people right here in the Middle West concluded about the plan for peace that would be devised at the war's conclusion. By that of course he meant that practically every nation sitting around the table at the peace conference would speak finally for his government except the representatives of our country. Here, by reason of our unusual constitutional provision requiring the approval of any treaty by a two-thirds vote of the Senate of the United States, thirty-three senators have an absolute power of veto. We know that the senators will be governed largely by public opinion. If our section is the center of the isolationist sentiment, the average man and woman here in Indiana and neighboring states is going to determine this question.

Who will deny that we should prepare ourselves to answer that fateful question intelligently this time? Surely we have learned by bitter experience that we can blunder into war, but we cannot blunder into peace. With reference to the international political organization to be established, we could again stand aloof as we chose to do with the League of Nations and the World Court. Such a policy which failed

so miserably before should certainly not be tried all over again. Many have objected that there are some highly impractical people who would now have us go to an extreme in the other direction, namely, commit ourselves to a super international state which would destroy our national sovereignty. No such course as that need be followed. No reasonable advocate of international cooperation would suggest that we surrender our independence to determine our own domestic affairs. We must, however, take our rightful place in the family of nations if the sad story of the League of Nations and eventually world war is not to be enacted again.

I cannot give the details of such an international organization. May I simply suggest a phase of this problem. At the first and second Hague Conferences the United States took the lead in urging the establishment of an international court of justice by the nations of the world. Difficulties in agreeing on a method for the selection of the judges prevented the accomplishment of this objective. Later, after the League of Nations was established, it was again an American, Elihu Root, who more than any other single individual was responsible for the drafting of the framework on which this court was actually created. The World Court functioned right up to the outbreak of this war. Yet we chose at all times to turn down an invitation to membership. There will undoubtedly be proposed an international council with limited legislative and executive powers as well as a court authorized and empowered to hear and determine disputed questions involving nations. There should be incorporated in this plan an international bill of rights which will limit the powers of this new world organization just as the first ten amendments to our Federal Constitution expressly limited the powers of our national government.

It will not be an easy matter to obtain the approval of two-thirds of our Senate to the peace plan which will be devised. If the thirteen states ratifying our National Con-



stitution were required to approve that document by a two-thirds vote, the Constitution would have been rejected. Again it is going to be much easier for a candidate for public office to appeal to the prejudices of our people as a basis for rejection of this plan just as it was easier for those who fought the adoption of our federal charter so to contend in the years after 1787. This question is clearly not a proper issue for political parties. Yet it is certain to be used by some politicians on both sides for selfish as distinguished from national reasons.

In addition to a political side, this question naturally involves important economic aspects. The Atlantic Charter suggests that we will attempt to give all access "to the trade and to the raw materials of the world which are needed for their economic prosperity." There are those who insist that this will mean a sizable slice out of our standard of living, that we cannot rightfully afford any such a utopian move. I do not know the full answer to this economic question. It would seem, however, that our high standard of living is going pretty soon to be a bit of history unless we can devise a way to prevent a suicidal world war every twenty-five years. But I do believe we should proceed cautiously at this time with far reaching economic moves in the international scene. This whole idea of international organization requires a long mental jump for the average American citizen. At the start it would surely be wise to establish a plan embodying minimum terms acceptable to our people and at least two-thirds of the Senate rather than some plan too ambitious to be acceptable to our country.

Finally, there is a philosophical and spiritual aspect of this question too many times ignored or overlooked. Mr. Willkie's excellent book, "One World," concludes with the plea that there must be established at the conclusion of this war a plan of international cooperation with a political and an economic aspect. I submit that beneath these two necessary aspects, at the very heart of this problem, is a philosophical and

a religious question. May I suggest that in our American history we have had two types of liberalism, the traditional liberalism predominant in our early period and, of late years, a materialistic liberalism; that the survival of a free America living in a free world will require that we recapture traditional liberalism and reject materialistic liberalism.

What do we mean by traditional American liberalism? The Declaration of Independence proclaims "that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness." You will notice that these human rights do not come from any government but are the gift to all men of whatever race, religion, or nationality from their Creator. Next turn to the Farewell Address of George Washington. You will note a statement that no republic will continue to exist unless its inhabitants generally recognize a commonly accepted moral law which in turn depends on religion. In his Gettysburg Address, Lincoln did not say that this nation should have a new birth of freedom. Rather he said, "This nation, under God, shall have a new birth of freedom."

We can see that the distinguishing characteristics of this traditional philosophy were a belief in God who had given us a universal moral law governing all men; a belief that all men have certain natural God-given rights; that necessarily our freedom is subject to and dependent on this moral or natural law; finally that politics, economics, and the moral law are all interrelated as a part of one great pattern.

What do we mean by materialistic liberalism? About the middle of the last century there came to be accepted in Europe by large groups of people a so-called new liberalism which later largely supplanted in the minds of our own people our traditional American idea of liberalism. The new liberals insisted at the outset that in matters of religion they were neutral. Actually

they soon lined up on the side of the materialists. The idea of God-given natural rights proclaimed by the Declaration of Independence, the idea that a republic of free men must have a commonly accepted moral law which depended on religion as stated by Washington, and the concept that our freedom must be under God and his moral law suggested by Lincoln—all were definitely and flatly denied and rejected.

May I give you a few random illustrations of this rejection? One of the brilliant exponents of this new liberalism, a late Supreme Court justice, insisted that the idea that man had natural rights was only of historical interest as it was now rejected by substantially all legal thinkers. No doubt most lawyers and most laymen would agree with that statement. The new principle was that not God but man alone and by himself was the center of everything. A great financier in his autobiography explained that God ruled the next world, and did not have anything to do with this one. A business leader was called to explain his conduct in selling valuable patents on war materials to Germany when war was imminent; the obvious answer was that busi-

ness is business and not in any way related to politics. A loyal churchgoer true to his family might enter politics, proceed to engage in dishonest practices. His friends would excuse him because politics is politics and had nothing to do with morals. The followers of this liberalism now insist that if we have a socialistic state at the end of this war, we may still retain our political liberties because economics and politics are unrelated.

May I add one further observation. The heart of the modern dictatorship we call the totalitarian state is materialism or a rejection of God and the moral law which our early Americans understood to be the central truth of life. Philosophically and spiritually, the advocates of the totalitarian state and the materialistic liberals are standing on the same general platform. In embracing this new liberalism and rejecting our traditional liberalism, I submit that we have started straight down the road which ultimately will lead us to socialism or some variation of the totalitarian state. As a late great writer put the matter in the early thirties, "Remove the God and the government becomes the God."

## MR. HOWARD GOES TO WASHINGTON

With a year's leave of absence from the Gary Public Library, Paul Howard left September 1 for Washington to head a unit of the Office of War Information, namely, the Library Program Division. This is a part of OWI's Book Bureau of which Chester Kerr is the chief.

Mr. Howard succeeds John Mackenzie Cory, former librarian at the University of Alabama, who has entered military service.

As head of this division, Mr. Howard is the liaison official to identify libraries with

the channeling of printed government materials and information. In his own words, he will help the government take advantage of library facilities and he will help libraries to identify themselves with the government program. He expects also to issue *War Guides* in cooperation with the American Library Association. These will keep libraries informed about OWI and appropriate government war activities.

The best wishes of his Indiana colleagues go with the departed president of the Indiana Library Association.

## PROBLEMS AND MEANS OF REACHING PEOPLE

*Outline-abstract of an address by H. J. Skornia, director of radio programs, Indiana University, given at the Spring Mill Institute on War Issues, June 4-5, 1943; prepared from the speaker's notes by Margaret P. O'Connor, Indianapolis Public Library.*

It is traditional in people's minds that a Library means Books. The library's responsibility has too often been considered as limited to getting books and letting people have them if they want them. Now books are not the only or even the most vital way to inform your patrons.

### I. Practical problems involved in getting people to think raise such questions as:

#### A. How are people moved to do serious thinking?

- (1) Sight, as by pictures and reading.
- (2) Hearing, as by radio and transcriptions.

#### B. What different kinds of people are to be reached?

- (1) Readers of books.
- (2) Readers of newspapers.
- (3) Non-readers — radio listeners only.

#### C. What are the handicaps in reaching these people?

### II. Media useful for reaching people:

#### A. Books and magazines—the traditional library channels.

- (1) These books, pamphlets, and magazines must be made more attractive and advertised by more aggressive public relations.
- (2) They must be organized to make them more easily available, e.g., shelves on the United Nations, on postwar reorganization, etc.

#### B. Picture magazine like *Life*, and picture and chart exhibits of the type available from OWI, and Co-ordinator of Inter-American Affairs.

- (1) Greater impact of *seeing* atrocities, destruction, production, charts of population, victory gardens, etc.

#### C. Newspapers—good columns on good new books are acceptable to most newspapers.

- (1) Question of editorial policy.
- (2) Problem of securing good cooperation and publicity.

#### D. Speakers—this would involve a room equipped to handle audiences. *Town Hall* should be in the library.

- (1) OCD speakers.
- (2) Radio men.
- (3) Authorities on different subjects — doctors, photographers, artists, musicians, scientists, historians, etc.
- (4) Even movie stars to attract crowds.
- (5) Panels from colleges, universities, and schools, e.g., debaters and students of speech classes.
- (6) Authorities on a unique subject, e.g., Stith Thompson, of Indiana University, on folklore.

#### E. Theatrical skits.



## III. Group listening and panel listening.

A library is the best place for these groups. Have books out. Use of radio and transcriptions:

Before: Group reads from reserve shelf.

During: Takes notes.

After: Discussion and further reading.

A. Listening to live radio programs—roundtables, forums, town halls, etc.

B. Listening to transcriptions of radio programs at any time acceptable to the group.

C. Examples of programs.

(1) "Making Democracy Work" (Chicago schools).

(2) Our own "Indiana Presents" (Indiana University).

a. Historic Indiana.

b. Indiana writers, composers, statesmen.

c. Indiana in science, in education.

(3) "Unlimited Horizons" (Stanford and NBC).

a. Disease, medicine, drugs.

b. Electronics.

c. Birds, insects.

d. Geology, etc.

(4) "Lest We Forget" (NEA new series).

(5) "National School Broadcasts" (Canadian Series).

a. Heroes of Canada.

b. Science at work.

(6) BBC series.

a. "Answering You."

b. "Britain at Work."

(7) Columbia School of the Air.

a. "Tomorrow's Farming."

b. "Insects; Friends or Foes."

c. "Tales from Far and Near."

d. "Living World" (includes social security, foreign trade, etc.).

(8) Consumer programs.

a. Nutrition.

b. Child health and care.

c. Housing.

All of these programs are available in transcriptions (records). All must be supplemented by pamphlets, exhibit material, speakers, etc. Material on the Americas, for example, can be obtained from the Co-ordinator of Inter-American Affairs. Lectures by foreign students, teachers of language, history, geography, etc., may be sponsored.

IV. Movies—Professor L. C. Larson and the I.U. Bureau of Audio-Visual Aids have hundreds of educational films useful for such groups, available at small cost.

V. Radio programs by libraries themselves—free time can be had. Good talent and good material are first essentials. The Indianapolis Public Library's "For Business Men Only" over WIRE on Sunday evenings proved very successful.

A. Tie up with professional book reviewers.

B. Other types of programs libraries may consider.

(1) Straight talks.

(2) Interviews.

(3) Roundtables.

(4) Symposiums.

(5) Spot announcements.

(6) Dramatic programs—great stores of scripts are already

available, e.g., the Writer's War Board scripts, Seattle War Commission Players scripts, and OWI scripts.

VI. Publicizing library programs—they must be well publicized.

- A. The press. Furnish advance copy direct to the press in the form of news releases. In smaller towns the city editor will almost invariably give a paragraph to library radio programs. Good speakers are good for an additional front page story and possibly a picture.
- B. Bulletins. Plan some mailing for release just in advance of the broadcast date. Include a card or flyer announcing the program.
- C. Bulletin boards. Some towns have community bulletin boards. Every church has a board, so do schools and factories, union halls, libraries, etc.
- D. Church bulletins. These may occasionally be used to announce broadcasts and other library programs.
- E. Special stickers used on envelopes.
- F. Posters developed by some of the staff may be placed in store windows.
- G. Use of the radio. If a radio program is one of a series, use the closing seconds to call attention to the next in the series.
- H. Official distributor. The chances are many sponsors will carry a "plug" in their advertising or radio program.
- I. Call friends. If the program is designed for someone you know, call some friend and have him listen in. Whispering campaigns work.

VII. Is the little radio station worthwhile? Quoting a Boy Scout promotion authority:

"The executive of a Scout Council that has only a small independent station within its boundaries need not fear that programs presented over that station are tuned out in favor of the big network programs. True, some of them may be, but it must be remembered that the radio station in a one-station community is like a country newspaper—things revolve around it, and people speak of it as 'our' station. Exhaustive studies made on the subject indicate that small stations get closer to their listeners than do stations in metropolitan centers. The small station has a local appeal because many of the programs are sponsored by local advertisers with whom the listener is familiar. He hears names of people whom he knows. He may even telephone the station and suggest a musical selection for himself. The study shows, too, that the universe of people in the small community is more likely to be limited, socially and geographically, than is the case in the larger community. Such people find keener satisfaction in the restricted and more familiar realm of the small station. The little station must be esteemed as an effective means of selling Scouting." (And library service.)

VIII. Solving the problem of talent for radio programs.

It may not be possible to find one person with the combination of available time, ability to prepare the script, and ability to present it easily and professionally. However, in nearly every center of any size, it is probably possible to find one or more persons of talent or radio writers of ability, who will be willing to under-

take the development of the scripts. If no such person seems readily available, *a good place to turn is to the ranks of newspaper men.* Most news writers have an inner desire to try their hands at writing for the stage or radio, and a chance to do something along this line may be heartily welcomed. *Colleges and universities* that offer courses in journalism, speech, or dramatics are sources that should not be overlooked. It is often possible to work out a plan with the course instructor so that the student will receive credit for scripts written or produced.

*Little theatre groups*, or any other groups interested in amateur dramatics, such as high school or college dramatic clubs, should be investigated. It is possible that among them will be found not only ambitious playwrights and potential directors but budding actors as well.

#### IX. Conclusion.

Libraries need to use not only radio and books but all media of information.

Programs will fail unless made attractive and varied and unless well planned.

What libraries need is a public relations department (or person) to help make its treasures not only available but attractive. Appoint one person on the library staff to arrange attractive programs. Have her start by finding out the thousands of sources of the materials we have mentioned. Spend time on the real things.

The job can't be done without expense, and I am not capable of showing how to get the funds necessary, but I believe they will be forthcoming if you prove you can do the job.

### TO HELP PEOPLE THINK

*A report on the June institutes on war issues by Beatrice S. Rossell, director of educational service, Quarrie Corporation, Chicago; former editor of A.L.A. Bulletin.*

#### The Coming Institute

What libraries can and should do to help people think on vital issues of war and peace will be the subject of a state-wide institute to be held under the sponsorship of the Indiana Library Association, the Indiana Library Trustees Association, and the State Library, October 6-8, at Indianapolis. This and two preceding institutes are part of a nation-wide series of such conferences, all sponsored and made possible by the American Library Association. The Indianapolis meeting will be combined with brief annual sessions of the I.L.A. and the I.L.T.A. Headquarters will be at the Lincoln Hotel.

#### June Institutes

More than 100 librarians and trustees from the northern part of the state met at Winona Lake, June 1-2, for the first of the Indiana institutes planned to help people think. More than 50 from libraries in southern Indiana met at Spring Mill Park, June 4-5, for a second institute. At both meetings trustees represented a good proportion of the group, sharing in the panels and informal discussion from the floor. School, college, and special librarians also took part in the meetings.

A valuable feature of both institutes was participation by lay leaders representing organizations of more than 300,000 people concerned with library service in the state.

Speakers present at one or both institutes represented: Indiana Committee for Victory, Indiana Farm Bureau, Indiana Federation of Clubs, Indiana Parent-Teacher Association, Indiana University, League of Women Voters, Northern Indiana Public Service Company, Purdue University, State Defense Council, State Department of Public Instruction, U. S. Office of Civilian Defense, and social workers.

#### Issues Discussed

The effect of wars and of postwar depressions on the economic life of the nation was one of the vital issues discussed at the institute held at Winona Lake. Reciprocal trade agreements were mentioned as one way by which nations might help to stabilize economic conditions and avert a disastrous postwar depression. Ability to work with pressure groups was noted as something American leaders must develop if they are to deal successfully with economic problems.

Selective service, price administration, and civilian defense are war issues to which the American people should be giving thought, in the opinion of speakers at Spring Mill Park.

Military problems were informally agreed to be the province of military experts. Matters affecting the family, resulting from the draft, rapid development of war industries, and other war causes, however, were thought to be of acute importance for immediate consideration and action.

The need for international cooperation seemed to be an accepted fact by all speakers at both institutes. The form which such cooperation should take, however, was pointed out as a vital matter still to be determined. Race relations, rights of minority groups, preservation of freedoms which are basic to democracy, and the matter of maintaining national morale were other issues discussed, with which speakers thought librarians should be concerned now as well as in the postwar period.

As a guiding principle the suggestion was offered at the Spring Mill institute that the

American people need to "recapture the traditional American liberalism which recognizes a moral law dependent on religion." The Declaration of Independence in its opening paragraphs, it was noted, exemplified the type of liberalism which is traditionally American. George Washington gave voice to the same type of liberalism in his Farewell Address. Lincoln expressed it in his Gettysburg Address, when he gave his pledge that "this nation, *under God*, shall have a new birth of freedom." The trend in recent years, it was noted, has been to replace this traditional liberalism with a "materialistic liberalism" which, philosophically and spiritually, places its advocates on much the same type of platform as that occupied by totalitarian leaders.

#### The Job Before the Library

Lay leaders, almost without exception, stressed the fact that libraries must reach more people if their educational work is to count in the present crisis. Indiana has only 23 out of 92 counties with county-wide library service. More than half the people in *rural* areas are without a public library. Where libraries exist, they are serving as intelligence centers in some communities, doing valuable work in connection with discussion groups and club programs, through exhibits and reading lists on vital issues and through personal contacts with community leaders. Social workers brought out, however, that thousands of men and women who should be reached by libraries are never touched because books and pamphlets which libraries offer are too difficult for them to use with understanding.

Films and radio were media of education advocated for greater library use at both institutes. The army today is making intensive use of audio-visual aids in its training program. Schools are using them increasingly. If libraries do not have funds and personnel to handle radio and films, they can often secure them if their needs and the increased effectiveness of their educational programs are made known. In

almost any community a librarian may borrow a film projector from a school or business firm if he investigates. The cost of showing a film may be considerably less than the cost of a book if the use of each is figured. Indiana University has a lending library of films and the State Library or the university can advise on other sources for films, radio transcriptions, etc., if librarians are interested. Libraries can reach adults not reached by schools and will not conflict with schools and universities if they undertake audio-visual education, in the opinion of institute speakers.

The importance of working with and through community groups was stressed by many speakers. The Indiana Farm Bureau represents about 40,000 rural families in the state, many of whom are keenly interested in education. Much effective educational work has already been done by Farm Bureau leaders, and librarians might well offer their cooperation to these leaders where they have not already done so. Almost every county in Indiana has a branch of the Farm Bureau, and there are more than 900 township organizations. About half the counties in the state have papers that go to Farm Bureau members.

The Federation of Clubs represents 32,000 Indiana women who are constantly working on educational programs. Parent-teacher organizations have about 80,000 members. Teachers in the state number more than 23,000, about 600 of whom have had some library training. The League of Women Voters, a smaller but virile organization, is actively at work producing simple leaflets and broadsides on public questions for free and wide distribution. Speakers for all three groups and others represented at the institute invited librarians to work increasingly with and through community branches of their various organizations.

#### **Public Relations a Weak Point**

A weak point in library service which should be strengthened was noted by several institute speakers to be the field of public

relations. Utility officials give new employees careful training in such matters as meeting people and answering the telephone. Libraries, it was generally agreed, should do much more than they now do to train staff members in personal contacts and to encourage use of their services through effective publicity.

A few suggestions offered to make public relations of libraries more effective included:

Study the community, its businesses, schools, clubs, etc., and see where library services are meeting, and where they are failing to meet, community needs. Taxpayers are more and more going to scrutinize public services and decide whether they are worth tax support. It is up to libraries to prove that this support is justified.

Take an active part in community life and help civic leaders with community problems.

Offer library meeting rooms for community organizations.

Sponsor lectures with distinguished speakers.

Remember the employee is the library to many people. Take a sincere interest in library patrons and keep in mind that courtesy is the lubricant of business and that one's personal appearance is important.

Make your library easier to use.

School libraries must help to train young people to understand other races and nations, to have constructive attitudes toward public questions, and to guide them toward purposeful living, a school librarian suggested. The U. S. Office of Education has started Inter-American Demonstration Centers as one way of encouraging greater understanding among the Americas. Librarians may secure from the office exhibits, maps, posters, dolls dressed in costumes of various countries, as well as exhibits of books. They may also obtain packets of free and inexpensive educational materials, films, and other visual aids.

College and university libraries must adjust their work to the accelerated educa-

tional program. Most institutions of higher education are now operating on a three-semester basis. This enables students to finish a four-year curriculum in three calendar years. In most instances no courses have been dropped, but new ones have been added to the instructional program. These new courses for the most part will aid in the preparation of men who can fill positions in the armed forces and who will participate in the reconstruction following the peace. College and university libraries must meet these additional demands.

The sale of pamphlets of current interest and importance was recognized as a growing practice in both college and public libraries.

The best patrons of libraries are those who have learned to use libraries as children, several speakers agreed. This is noticeable not only among civilians, but among world war convalescents using the Billings Hospital at Fort Benjamin Harrison. A more detailed report on hospital service at Billings appears elsewhere in these pages.

#### Books and Films Shown

At both Winona Lake and Spring Mill institutes the State Library arranged a display of books, pamphlets, and leaflets on war and postwar issues. Following the meetings, two films, "Food—Weapon of War" and "Price of Victory" were shown as examples of war films now obtainable from government agencies. For further information about these and other films address Dr. L. C. Larson, Director, Audio-Visual Aids Bureau, Indiana University, Bloomington, Indiana.

Programs of the two institutes showing participants follow:

#### Winona Lake

##### FIRST SESSION

Introductory statement by Harold F. Brigham, director, Indiana State Library.

Address: "The Issues and Their Importance." E. C. Young, dean of the Graduate School, Purdue University.

Discussion, led by Paul Howard, Gary; president, Indiana Library Association.

Demonstration of educational films, presented by L. C. Larson, Indiana University; chairman, Educational Film Library Association.

##### SECOND SESSION

Address: "Problems of Reaching People." C. D. Goris, Gary; vice-president, Northern Indiana Public Service Company.

Panel discussion (non-librarians): "The Job Before the Institute."

L. C. Larson (leader), Indiana University; director, Bureau of Audio-Visual Aids.

Mrs. John K. Goodwin, Indianapolis; rep. League of Women Voters.

C. L. Dyer, Indianapolis; rep. Indiana Farm Bureau.

John G. Coulter, Indianapolis; rep. Indiana Committee for Victory.

S. L. Witman, Washington, D. C.; rep. U. S. Office of Civilian Defense.

Mrs. George C. Baum, Akron; rep. Indiana Federation of Clubs.

J. F. Hull, Indianapolis; rep. State Department of Public Instruction.

#### *Coordinates*

Esther Tappan, Gary; social work specialist in work with foreign born.

P. B. Denning, Indianapolis; rep. State Defense Council.

Mrs. Charles Dare, Fort Wayne; rep. Indiana Parent-Teacher Association.

E. C. Young, dean of the Graduate School, Purdue University.

Mrs. Helen Farley Smith, Cleveland; rep. U. S. Office of Civilian Defense.

##### THIRD SESSION

Panel discussion (librarians and trustees): "Putting the Library to Work at this Job."

O. L. Wildermuth (leader), attorney, Gary; rep. Indiana Library Trustees Association.



L. J. Harwood, attorney, South Bend; rep. trustees.  
 Mrs. George W. Blair, Mishawaka; rep. trustees.  
 Margaret Hager, La Porte; rep. public libraries.  
 F. H. Whitmore, East Chicago; rep. public libraries.  
 Elsa Strassweg, Bluffton; rep. public libraries.  
 Rachel K. Schenk, Purdue University; rep. college libraries.  
 Amanda Browning, school library adviser, State Library.

#### *Coordinates*

Paul Howard, Gary; Ethel G. Baker, South Bend; Florence Allman, Hammond; Marcelle K. Foote, Connersville; Walter H. Kaiser, Muncie; J. W. Davis, trustee of Goshen.

#### *Spring Mill Park*

#### FIRST SESSION

Introductory statement by Mr. Brigham.  
 Address: "The Issues and Their Importance." J. K. Ruckelshaus, attorney, Indianapolis; member, Indiana Committee for Victory.

Address: "Problems of Reaching People."  
 H. J. Skornia, director of radio programs, Indiana University.

Discussion, led by J. F. Hull, State Department of Public Instruction.

#### SECOND SESSION

Panel discussion (non-librarians): "The Job Before the Institute."

L. C. Larson (leader), Indiana University.

Mrs. Allen Mitchell, Bloomington; rep. League of Women Voters.

C. L. Dyer, Indianapolis; rep. Indiana Farm Bureau.

Mrs. Helen Farley Smith, Cleveland; rep. U. S. Office of Civilian Defense.  
 Mrs. Charles Rodman, English; rep. Indiana Federation of Clubs.  
 J. F. Hull, Indianapolis; rep. State Department of Public Instruction.  
 P. B. Denning, Indianapolis; rep. State Defense Council.

#### *Coordinates*

Mrs. E. W. Arnett, Bloomington; rep. Indiana Parent-Teacher Association.  
 John H. Dillon, Bloomington; rep. Division of Distributive Education, Indiana University.

#### THIRD SESSION

Panel discussion (librarians and trustees): "Putting the Library to Work at This Job."

P. R. Benson (leader), attorney, New Castle; president, Indiana Library Trustees Association.

Mrs. W. A. Denny, Anderson; rep. trustees.

Mrs. G. K. Bridwell, Bloomington; rep. trustees.

Ethel F. McCullough, Evansville; rep. public libraries.

Margaret O'Connor, Indianapolis; rep. public libraries.

Ruth V. Thomas, Muncie; rep. school libraries.

Jessie E. Wolford, Terre Haute; rep. school libraries.

Ellen Myers, Fort Benjamin Harrison; rep. special libraries.

#### *Coordinates*

Ruth A. Bean, Evansville; Bertha Ashby, Bloomington (Public Library); Estella Wolf, Bloomington (University Library).

Demonstration of educational films, by L. C. Larson, Indiana University.

# **LIBRARY WAR INSTITUTE AND ANNUAL CONFERENCE**

being a

## **STATE-WIDE LIBRARY INSTITUTE ON WAR AND POST-WAR ISSUES**

(in cooperation with the American Library Association)

and the

## **JOINT ANNUAL CONFERENCE OF THE I.L.A. AND I.L.T.A.**

OCTOBER 6-8, 1943, in INDIANAPOLIS

Headquarters: The Lincoln Hotel

### **TENTATIVE PROGRAM**

**Wednesday, October 6**

#### *Morning Activities*

- 10:30 Pre-conference meeting of discussion group leaders with institute consultant, Dr. D. E. Lindstrom of the University of Illinois.
- 11:00 Registration, Fourteenth floor, Lincoln Hotel (No fee).  
Exhibits open for inspection.

#### *Afternoon Session*

- 2:15 First General Session: Institute on War and Postwar Issues.

##### *A Symposium on the Job of the Library.*

Specialists will make brief presentations on the following topics:

1. Problems in promoting the use of books.
2. Promoting the use of pamphlets and fugitive documents.
3. Working with and through community organizations and agencies.
4. Relations with government war agencies and programs.
5. Utilizing the radio and radio transcriptions.
6. Promoting the use of educational films.
7. Utilizing the newspaper.
8. Successful discussion methods.
9. Effective use of exhibits and displays.
10. Finding the resources for war-time service.

#### *Evening Session*

- 8:00 Second General Session: Institute on War and Postwar Issues

A combined general session and public meeting will be sponsored jointly by the Indianapolis News and the library conference. A speaker of national prominence will present a timely topic dealing with the war and the peace. A larger auditorium outside the hotel will be engaged for the meeting. An open forum will follow the address.

## Thursday, October 7

*Morning Session*

## 9:45 Third Session: Institute on War and Postwar Issues

*Small-Group Discussions of the Wednesday Afternoon Topics*

The entire conference will be divided into small groups of 12-15 people. Each group will discuss one of the afternoon topics under an assigned leader, with an assigned reporter to record findings. The specialist who presented the topic in the afternoon session will serve the group as resource person, or in some cases as the discussion leader.

*Noon Luncheon*

## 12:30 Junior Members Round Table Luncheon\*\*

Program to be announced.

*Afternoon Session*

## 2:30 Fourth Session. Institute on War and Postwar Issues

*General Session Reporting Findings of Discussion Groups*

The leader or reporter of each of the morning discussion groups will report the findings of his group before the entire conference. General discussion will be in order as far as time permits.

## 4:30 Consultation period: Library Certification Board.

*Evening Session*

## 8:00 "Books and Authors for Bonds" Public Mass Meeting.

Indianapolis will be host to several distinguished authors, including Franklin P. Adams, Ilka Chase and Cleo Dawson, in connection with a war bond rally. The meeting is one of a nation-wide series made possible by the New York Authors' Guild, working through the Indiana War Finance Committee, to help promote the Third War Loan. Admission will be by ticket given on evidence of recent purchase of a war bond. The library conference is lending its full cooperation in this event, and it is hoped to have one or more of the guest authors at a meeting of the conference.

## Friday, October 8

*Morning Session*

## 9:30 Joint Business Meeting of I. L. A. and I. L. T. A.

The principal topic of discussion will be "Codification of Library Laws" under the leadership of Professor Frank E. Horack, Jr., of Indiana University, on behalf of the Legislative Committee of I. L. A.

## 11:00 Separate Business Meetings of the two Associations.

*Noon Luncheon*

## 12:30 Trustees Luncheon (Tentative)\*\*

## 12:30 Special Libraries Group Luncheon.

*Afternoon Session*

## 2:00 Final General Session

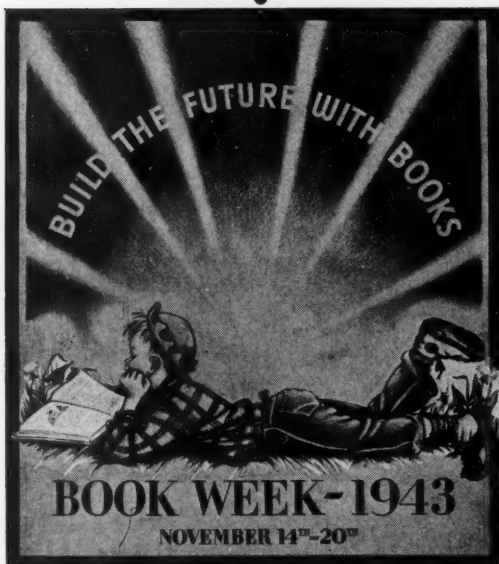
*Noteworthy Books of Current Interest:* a review by Virginia Kirkus, of the Virginia Kirkus Bookshop Service, New York.

## 3:15 Resolutions and Adjournment.

\*\* Other groups are free to arrange luncheon meetings, or breakfast meetings, on Thursday or Friday.

## CHILDREN'S BOOK WEEK

November 14-20, 1943



The theme for Children's Book Week this year offers opportunities for a variety of significant activities. The slogan is a very timely one. Books can and must be a necessary tool in building the future. If the men and women of tomorrow have a knowledge and understanding of the people of the world and their problems, as the boys and girls of today, they must be acquiring this knowledge and developing this understanding. This will come largely through books. One means of helping to "Build the Future with Books" is illustrated in the use of exhibits of Latin American teaching materials and lists of books on Latin American countries. Through use of these in libraries and schools, it is hoped to stimulate an interest that will lead to a better understanding of our neighbors to the south.

This international theme is not new to children's literature. For some time there

have been many good books for children dealing with other lands as well as those presenting the American scene. Persons of foreign birth have contributed much to the making of children's books, both as authors and illustrators. Many of these books are considered necessary for every library collection, such as *Children of the Northlights* by the d'Aulaires and *The Good Master* by Seredy.

Not only are our future relations with other nations built through books, but individual lives are directed with these same tools. There is a large field of vocational literature. Vocational teachers and librarians can use this Book Week slogan not only to celebrate Book Week but to emphasize the continuous use of printed materials in exploring various occupations.

Librarians and teachers are offered an idea that must last more than one week. It

should be continuously promoted and developed. It lends itself to exhibits of many types with many kinds of books, to story telling, club work, book reviews of single books and groups of books, to book lists, and new and old courses in the school curriculum.

The attractive poster pictured above may

be obtained from Book Week Headquarters at 62 West 45th Street, New York 19, N. Y., for 25c. Upon request a copy of the *Manual of Suggestions* will be sent free. In addition to these two offers Book Week Headquarters has other available material. Librarians are urged to write for more information.

## BRITISH BOOK WEEK

October 24-30, 1943

The A.L.A. International Relations Board will sponsor a British Book Week to be observed in public, school, and college libraries from October 24-30. The October issue of the *A.L.A. Bulletin* will carry full details, articles on British books, suggestions for library programs, and a directory of sources of program materials. A poster will be available from A.L.A., priced at 40c for single copies, 75c for 10 copies.

If British Book Week turns out to be successful as a library activity, it is hoped that libraries will use it as a pattern for similar book weeks devoted to other nations. Great Britain was chosen by the A.L.A. International Relations Board for first attention because of the program now under way in British libraries to interpret the United States to the people of Britain. The Library Association (British) is pro-rating among public libraries \$100,000 for the purchase of books about the U.S. The money has been secured from the Carnegie United Kingdom Trust, and local libraries are encouraging use of the collections by programs and displays. The effort is thought to be of such value in Britain that a British visitor asked the A.L.A. whether a similar program for international goodwill would not be possible for United States libraries. Since most libraries already have good collections by British authors and about Great Britain, our contribution becomes one of emphasis rather than book purchase.

The fact that Americans and Britons have many close ties racially, culturally, and historically has created between the two countries a certain amount of sympathy and also a certain degree of antagonism. British foreign policy has come in for its share of criticism and so has the British temperament. Preconceived ideas have grown up over such a period of time, on both sides of the water, that they have almost become subconscious national opinions. Whether or not there are grounds for prejudice, antagonism can recreate mental isolationism during the period when nations are learning to live together in the postwar world. It is the task of educational agencies to develop tolerance and understanding now, in preparation for the time when it will be even more needed.

While every library will have many books by and about the British, many will want to check their collections by a booklist. Several are available. The Council on Books in Wartime, 400 Madison Avenue, New York City, is preparing an adult buying list which will be completed about the first of September. A shorter bibliography on Britain is included in the United Nations supplement to the *Booklist* for June 1, 1943. For current material, librarians can consult the index to current issues of *The Booklist*. During June, the U.S. Office of Education published a brochure on the celebration of United Nations Book Week which contains a bibliography as well as many program

suggestions applicable to British Book Week.

General sources of program materials are the British Information Services (films, posters, pamphlets), 30 Rockefeller Plaza, New York City; The United Nations Information Office (posters and pamphlets), 610 Fifth Avenue, New York City; and "Books

Across the Sea" Circle in America (book-lists, lecturers, pamphlets, etc.), address Mrs. Beatrice Warde, Books Across the Sea, Room 1526, 30 Rockefeller Plaza, New York City.

For further information librarians are referred to the October issue of the *A.L.A. Bulletin*.

## "A SALUTE TO THE DAWN"

(An Extract)

First, a salute to Education. The United States invented the free library. Are we going to leave England and Russia to perfect it?

Second, a salute to Research. Our libraries contribute thousands of dollars a day to inventors, mathematicians, investors, builders, boat designers, for whom success or failure depends on the reliability of their facts.

Third, a salute to Culture, or what libraries bring to the beauty and enjoyment of life.

Fourth, a salute to Democracy. Libraries must advance to a sure inheritance because the history of the book is the unfoldment of human rights.

Lastly, a salute to Belief—the supreme gift of the greatest books. Call it religion, or philosophy, or ethics if you prefer. Those of us who can remember the whirlpool of materialism in the 1920's and the nightmare of futility in the 1930's after the hopes and sacrifices of the First World War, realize that every other concern of life is now inconsequential compared to finding a spir-

itual regeneration for the individual. Surely there is only annihilation ahead if the generation which remakes the world after this war is not able to set high above all else an international unselfishness. It must learn a surrender to fundamental truths and a regaining of sense and virtue. Only the greatest wisdom of all recorded thought can achieve this change. The library can bring its best. It can bring education, which means "to be led out" of mere animal activities. It can bring the highest proven achievements of the mind in the formulae and theories of research. It can bring beauty or joy or art, which is the good fat golden grease of feeling on these mechanisms of thought. It can bring concern for others which is all that can make democracy a success. And it can bring the conviction of man's ultimate spiritual victory which is all that gives meaning to knowledge, enjoyment, war, government, history or peace. Salute to the dawn!

—From the presidential address of Althea Warren at the inaugural dinner of the American Library Association in Chicago, July 7, 1943.



## CURRENT ADDITIONS FOR AN INDIANA COLLECTION

*Some Books and Pamphlets About Indiana or by Hoosier Authors. Compiled by Hazel W. Hopper, Indiana Division, State Library.*

Blake, Israel George. *The Holmans of Veraestau*. Oxford, Ohio, Mississippi Valley Press, 1943. 280p. \$3.50.

Biography of Jesse Lynch Holman and his son, William Steele Holman, who were outstanding figures in the political history of Indiana during the nineteenth century. The greater part of the book deals with the life of William S. Holman, who in his service in the United States Congress gained the title of "Watchdog of the Treasury." He served in Congress during one of the most critical periods in the history of the country, the Civil War period.

Brigance, William Norwood and Immel, Ray Keeslar. *Speech for Military Service*. New York, F. S. Crofts & Co., 1943. 150p. Textbook for training military men to speak clearly, concisely, and accurately. Dr. Brigance is professor of speech at Wabash College.

Coleman, Christopher Bush. *The United States at War, Our Enemies and Our Associates*. Indiana Historical Society, 1943. 79p. \$1.25. Paper, 25c.

These articles first appeared in the *Indiana History Bulletin*, beginning with the issue of January 1, 1942. They have been brought together in pamphlet form so that the average citizen may know the issues and fundamental causes of the war and the countries which are involved in it. The articles have been revised to May, 1943.

Cook, Grace M. *Beyond Hospital Windows*. New York, The Paear company, 1943. 63p. \$1.00.

Book of poems written by a nurse who for thirteen years was a patient at the

Indianapolis City Hospital. It was published after her death as a memorial to her.

Crawford, Mary Mazeppa. *Student Folkways and Spending at Indiana University, 1940-1941; a Study of Consumption*. (Columbia University. Studies in History, Economics and Public Law, no. 499) Columbia University Press, 1943. 271p. \$3.50.

An economic study of student spending based on data collected from 1275 unmarried undergraduate students representing various groups on the campus.

Esarey, Logan. *The Indiana Home*. Crawfordsville, Ind., R. E. Banta, 1943. 108p. \$3.00; with autograph \$4.00.

An excellent picture of early pioneer life in Indiana is given in these essays and tales which were found among the notes and manuscripts of Dr. Esarey after his death, and published in his memory. Estella Wolf of the Indiana University Library describes the book thus: "A quick sketchy close-up of a panorama of early Indiana society taking place before your very eyes. This is not a textbook view of the early pioneer but a delightfully informal sketch." The book was edited by Dr. R. C. Buley of the Indiana University History Department.

Hope, Arthur J. *Notre Dame, One Hundred Years*. Notre Dame, Ind., University Press, 1943. 482p. Illus. \$4.00.

The occasion for this new history of Notre Dame was the hundredth anniversary of the founding of the university, which was celebrated November 26, 1942. It is a readable chronicle telling of the early struggles to overcome difficulties caused

by fires, cholera, and financial problems. A separate chapter of the book is devoted to the work of each of the presidents of the institution.

Hunt, Mabel Leigh. *The Peddler's Clock*. Illustrated by Elizabeth Orton Jones. (Story Parade Picture Book) Grosset, 1943. 50 cents.

Juvenile book with attractive illustrations. Recommended.

Kelly, Fred Charters. *The Wright Brothers; a Biography Authorized by Orville Wright*. Harcourt, c1943. 340p. Illus. \$3.50.

The aim of the author as stated in the preface has been "to satisfy the curiosity of the average non-technical reader regarding the work of Orville and Wilbur Wright." The book touches on the early life of the Wright brothers in Indiana and deals at length with their experiments in the field of aviation.

Nichols, Edward J. *Danger! Keep Out*. Houghton, 1943. 288p. \$2.50.

Story which has a setting in an oil refinery of northern Indiana. It has no plot in the usual sense of the word but is about the plant itself and the men who run it.

Parker, Charles Robert. *Sandman's Reveries*. v.l. First edition. Greenfield, Ind., Old Swimmin' Hole Press, 1943. 88p. \$1.00.

Book of poems by Bob Parker, Hoosier poet, who portrays the character of the Sandman on his radio program "Sandman's Serenade" over station WFBM, Indianapolis.

Rickenbacker, Edward Vernon. *Seven Came Through; Rickenbacker's Full Story*. Doubleday, 1943. 118p. Illus. \$1.50.

The account of Rickenbacker and his crewmen adrift for three weeks on the Pacific. The book concludes with Rickenbacker's message to America in which he urges an all-out effort of labor and indus-

try in war production. Eddie Rickenbacker is president of the Indianapolis Motor Speedway.

Tarkington, Booth. *Kate Fennigate*. Doubleday, 1943. 359p. \$2.50.

Kate Fennigate was a "good but managing woman," and especially did she try to mold the lives of those she loved. Her character is contrasted with that of Laila Speer, the symbol of the self-seeking, social-climbing woman. Like other Tarkington novels, it has a well developed and quickly moving plot.

Tipton, John. *Papers*; with an introduction by Paul Wallace Gates. (Indiana Historical Collection, v.24-26) 3v. 909, 947, 927p. Indiana Historical Bureau, 1942. \$11.00.

Diaries and correspondence of John Tipton, Indian fighter, land speculator, and early Indiana politician. The publication represents a number of years of research on the part of Glen A. Blackburn and the staff of the Indiana Historical Bureau. It is excellent source material for Indiana history from 1810 to 1840, pioneer life, and Indian affairs. Most of the original letters and diaries published in these volumes are in the Indiana State Library.

U. S. Bureau of the Census. *16th Census of the United States, 1940*.

Following are some of the reports issued on Indiana, in addition to those already listed in this column.

*Agriculture: Indiana. Second Series. Farm Mortgages, Taxes, Labor, Facilities, Expenditures, and Miscellaneous Farm Information; Fruits, Vegetables and Minor Crops with Statistics for Counties*. 15 cents.

*Agriculture: Indiana. Third Series. Value of Farm Products, Farms Classified by Major Source of Income and by Total Value of Products*. 15 cents.

*Housing: First Series. Data for Small Areas. Indiana*. 15 cents.

*Housing: Second Series. General Characteristics. Indiana.* 25 cents.

*Housing: Fourth Series. Mortgages on Owner Occupied Nonfarm Homes. Indiana.* 15 cents.

*Population: Second Series. Characteristics of the Population. Indiana.* 35 cents.

*Population: Third Series. The Labor Force. Occupation, Industry, Employment and Income. Indiana.* 25 cents.

Upson, Theodore Frelinghuysen. *With Sherman to the Sea.* Baton Rouge, La., State University Press, 1943. 181p. Illus. \$2.25.

Civil War letters, diaries, and reminiscences of a Lagrange County farm boy, a common soldier of the One Hundredth Regiment of Indiana Volunteers, who fought at Vicksburg with Grant and who was with Sherman on his march to the sea. The manuscript was edited by Oscar O. Winther of the History Department of Indiana University.

Wadelton, Thomas Dorrington. *Army Brat.* Illustrated by George Maas. Coward-McCann, c1943. 186p. \$1.75.

Tommy Wadelton explains that to "army families, kids born in the shadow of the flag flying over their homes are lovingly known as brats—army brats," and his new book is a novel about one of these children who was brought up in army posts by a Chinese servant. Tommy Wadelton, at the age of sixteen, is the author

of two other books, *My Mother Is a Violent Woman* and *My Father Is a Quiet Man.*

Willkie, Wendell Lewis. *One World.* Simon & Schuster, 1943. Illus. 206p. \$2.00. Paper, \$1.00.

Account of Willkie's recent world trip, telling of his visits with leaders of countries which form the United Nations, and his contacts with the common people of those countries. He also tells of his observations on the battle fronts, and stresses his "convictions that the United Nations must learn to work together now, while they fight, if they hope to live together after the war is over."

Winger, Otho. *The Frances Slocum Trail.* [Revised and enlarged] North Manchester, Ind., News-Journal [April 1, 1943] 92p. Illus. Paper, 75c.

Due to a constant demand for the story of Frances Slocum, Dr. Winger has revised his pamphlet "The Frances Slocum Trail," which was published ten years ago and has long been out of print. He has drawn freely from his former publication but has added some new material. For sale by the author.

Wolfert, Ira. *Battle for the Solomons.* Houghton, c1942 and 1943. 200p. \$2.00.

A newspaper reporter's account of the fighting in October and November, 1942, in the Solomon Islands. Several Hoosier aviators are mentioned prominently in the book.

## CARRIE EMMA SCOTT

1874-1943

Indiana has lost a friend. The library profession has lost one of its most distinguished members, and to those of us who were privileged to work closely with her, life will never be quite the same again, for Carrie E. Scott is dead.

But what a heritage she has left us! How high the standard she has set! We will miss the inspiration of her leadership, her contagious enthusiasm, the broad vision, the sound judgment, and the high courage that was hers. In a thousand little ways we shall miss her too. Her delightful sense of humor—she loved nothing better than to tell a good joke on herself—her buoyant optimism, her gift of enjoying the little things of life, her rare understanding, and her willingness to share another's problems. The children of Indianapolis and Mooresville will miss her too, for she was their favorite storyteller, and she gave generously of her talent.

Miss Scott had been on leave of absence from the Indianapolis Public Library since she became ill last November. She died at her home in Mooresville on July 27, thus ending a notable career.

Miss Scott was born in Mooresville, August 22, 1874, the daughter of Robert R. and Lavicy Harvey Scott. Educated in Indiana, she received her A.B. degree from Indiana University in 1898. After teaching for a year at Rockville High School, she was principal of the Mooresville High School for two years. Becoming interested in library work, she served as an apprentice in the State Library during the summer of 1903. The next year she taught a school of foreign children at Beacon, Michigan. In the fall of 1905 she enrolled in the New York State Library School at Albany. She finished the course as one of the outstanding students. Having caught a vision of a

challenging new field—that of library work with children—she took special training at the Carnegie Library School in Pittsburgh. Graduating in 1907, she returned to Indiana and became assistant state organizer of the Indiana Public Library Commission, a position which she held for ten years. Traveling the length and breadth of the state, she helped with the distribution of Carnegie funds, selected sites and planned buildings, solved personnel and book problems. During those years she made many close friendships that lasted throughout her lifetime.

Since 1917 Miss Scott had been supervisor of work with children in the Indianapolis Public Library and also director of the training class. She was in constant demand as a lecturer on children's literature, and she taught in the following library schools and universities: Carnegie Library and Western Reserve, 1914-18; Indiana State Library, 1917-36; Cincinnati Public Library, 1927; University of Illinois, 1928-31; University of Iowa, 1938; and the University of Minnesota, 1939-41.

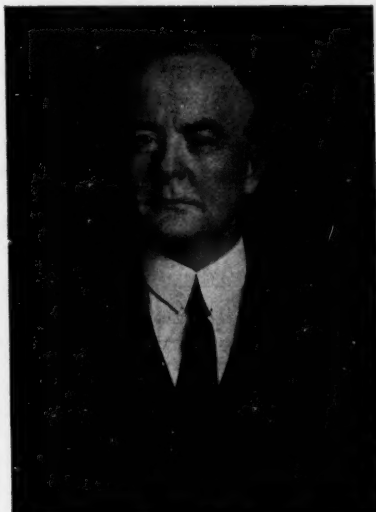
In 1929 Miss Scott was chairman of the A.L.A. Section of Library Work with Children; in 1927 she was chairman of the Training Class Section. She was president of Indiana Library Association in 1924-25 and secretary in 1918-19.

As a fitting culmination of her work as author, editor, and compiler, Miss Scott in collaboration with Miss Edna Johnson of Bloomington, compiled the *Anthology of Children's Literature*, which is considered the best work in its field. As a noted authority on children's books, Miss Scott's advice was sought by many publishers, editors, and authors. Others less famous came to her not only for professional advice

(Continued on page 184)

## WILLIAM ALBERT ALEXANDER

1875-1943



William Albert Alexander, the sixth person ever to hold the title of librarian of Indiana University, died at his home in Bloomington, Indiana, July 8, 1943. He had been in failing health for several years.

On July 25, 1875, he was born at Lebanon, Indiana, where he was graduated from the high school in 1895. Six years later, in 1901, he received his A.B. degree from Indiana University. Because of his diligence and untiring efforts during his undergraduate days, he commanded the respect and admiration of those with whom he came in contact. In order to defray the expenses of his student days, he secured several jobs. His employers became molding factors in his life and were able to assist him in his career. As a carrier of the *Morning World* of Bloomington, owned by the Cravens brothers, he met John W. Cravens, who for many years was registrar and later secre-

tary of Indiana University. This valuable friendship continued throughout life.

Shortly after entering Indiana University, he became a student assistant in the library and in 1901 was appointed reference librarian. In preparation for his chosen profession as a librarian, he attended the Indiana Summer School for Librarians conducted by the Public Library Commission in Indianapolis in 1902.

During his early library days, he served under the able leadership of Alexis Vasilievich Babine, librarian of Indiana University, 1896-1898, George Flavel Danforth, librarian, 1898-1903, and William Evans Jenkins, librarian, 1904-1921.

His career as a librarian was interrupted for a time by a call from Swarthmore, where in 1905 he was made registrar. Joseph Swain, then president of Swarthmore, had served as president of Indiana University from 1892 to 1902. Mr. Alexander served at Swarthmore College as registrar from 1905 to 1913, as acting instructor in history from 1907 to 1908, and as dean of the college from 1913 to 1921.

Upon the retirement of Dr. Swain, Mr. Alexander returned to his alma mater in 1921 to become director of a campaign to raise a building fund of a million dollars. Simultaneously he was made librarian of Indiana University to fill the vacancy made by the resignation of William Evans Jenkins. His ability as an organizer was demonstrated by the expeditious way in which he conducted the drive. His able leadership won for him the admiration and gratitude of the student body, friends of the university, and the alumni. Three new buildings, the Union Building, Memorial Hall, and the Memorial Stadium, became realities as a result of the drive to commemorate the

memory of the men of Indiana University who served in World War I.

His leadership was demonstrated time and again when he handled knotty problems. He was a good committeeman. Many a cause was settled amicably because of his calm and deliberate sizing up a situation, placating groups of divergent opinions, and then by a master stroke leading them finally to a happy conclusion. Call it diplomacy.

He understood youth. Many a boy pays tribute to Mr. Alexander as the man who gave him a start. He was never austere and his judgment while correct was merciful, for he knew only too well the troubles, the defeats, and the crosses of youth. As one who had suffered too, he was able to

direct them to rise above their obstacles and thus make the proper adjustment and control.

While at Swarthmore College, he served two years as publicity director of the National Education Association and also acted for a time as chairman of the Commission of Higher Education of the middle eastern states. He was a member of the American Library Association, the Indiana Library Association, the Indiana University alumni chapter of Phi Gamma Delta, the Bloomington Rotary Club, and the Society of Friends.

William Alexander ably served Indiana University during the period of its great expansion.

—Estella Wolf

#### **PRESIDENT OF A.L.A. OUR FELICITATIONS!**

Althea Warren, librarian of the Los Angeles Public Library, became president of the American Library Association on July 7, 1943, succeeding Keyes D. Metcalf, librarian of Harvard University. The first vice-president and president-elect for 1944 is Carl Vitz, librarian of the Minneapolis Public Library.

#### **CARRIE EMMA SCOTT**

(Continued from page 182)

but with their troubles as well. She was never too busy to listen and sympathize and to give wise counsel.

All of her friends, especially her Indiana friends, will cherish the memory of Carrie E. Scott as long as they live. Hers was a life dedicated to service for others.

—Evelyn R. Sickels

#### **NECROLOGY**

##### **Indiana Librarians Honor Their Memory:**

Frank W. Bosworth, an active member of the Plymouth Library Board of Trustees since its beginning in 1911, died on June 14, 1943.

Mrs. Clara B. Jones, librarian at Osgood from 1915 to 1936, died June 30, 1943, and was buried at Versailles.

William A. Alexander, librarian at Indiana University since 1921, died July 8, 1943. (Tribute on page 183.)

Mrs. Mary Moore Youse, oldest member in point of service of the Board of Trustees, Muncie Public Library, died Sunday, July 25, 1943, following a very brief illness. Mrs. Youse became a trustee in 1893.

Carrie E. Scott, well known authority on children's work and a member of the Indianapolis Public Library staff since 1917, died July 27, 1943. (Tribute on page 182.)



## INDIANA DOCUMENTS RECEIVED AT THE STATE LIBRARY MAY-JULY, 1943

Items starred (\*) are distributed by the State Library. Items not starred are often available at the office of issue. Offices are located in Indianapolis unless otherwise indicated.

Dagger (†) indicates earlier publications recently received by the State Library. Press releases, forms, letters, and other minor mimeographed material issued by state offices are omitted from this list.

### ACCOUNTS, STATE BOARD OF.

The Examiner, v.2, nos.4-7, April-July, 1943. Mimeographed.

### ADJUTANT GENERAL.

The Indiana state guardsman, v.1, nos.4-5, May, June-July, 1943. Mimeographed.

### ALCOHOLIC BEVERAGES COMMISSION.

Bulletin, no.116, February 5, 1943. Mimeographed.

### ATTORNEY GENERAL.

\* Opinions, January 1, 1942-January 1, 1943. George N. Beamer. 272p.

### CONSERVATION, DEPARTMENT OF.

Outdoor Indiana, v.10, nos.2-4, March-May, 1943.

Entomology, Division of. Report, 1941/42, and list of nurserymen for 1942. 19p. Reprinted from 1942 Year book.

Fish and game, Division of. Investigations of Indiana lakes and streams. v.2. Published by the Division and the Department of zoology, Indiana university. Indianapolis, 1942. p.47-296.

Forestry, Division of. Stop fires in the woods and fields of Indiana. Folder.

Geology, Division of. Oil and gas drilling report of the state of Indiana, April, 1943.

### DEFENSE COUNCIL.

Auxiliary police training guide. 102p.

Care of children in wartime. Bulletin, nos. 7-8, June 29, 1943. Mimeographed. (Heading: Defense news letter, official bulletin) Defense news letter, official bulletin, nos. 156-158, 160-163, 167-168, 170, April 22-July 8, 1943. Mimeographed.

Defense news letter, official bulletin, see also NUTRITION COUNCIL, STATE.

Emergency medical services. Bulletin, no.32. Mimeographed. (Heading: Defense news letter, official bulletin)

Indiana defense council reporter, v.1, nos. 1-2, June 4-19, 1943. Mimeographed.

Physical fitness program. Bulletin, nos.20, 22, April 16-July 16, 1943. Mimeographed. (Heading: Defense news letter, official bulletin)

Civil air patrol, Indiana wing. Sky patrol, v.1, nos.1-3,5-7; v.2, nos.1-7, June-August, October-December, 1942; January-July, 1943. Mimeographed.

Indiana salvage committee. Bulletin, nos. 30-31, June 11, July 15, 1943.

### EMPLOYMENT SECURITY DIVISION.

Indiana employment review and U.C. advisor, v.10, nos.4-5, April-May, 1943.

1942 employment security in Indiana. The annual report of the Indiana employment security board. April 30, 1943. [39p.] Official bulletin to employers. . . June 28, 1943. 6p.

[Poster] Information about unemployment insurance benefits. 17x22 inches.

### FINANCIAL INSTITUTIONS, DEPARTMENT OF.

Industrial loan and investment company proposed general regulation number seven. 4p. Mimeographed.

Proposed pawnbroking regulation providing for certain fair practices and the keeping of proposed records. [Proposed pawnbroking general regulations no.2] 4p. Mimeographed.

### FORT WAYNE STATE SCHOOL, Fort Wayne.

\* 64th annual report, 1941/42. 48p.

### GRAND ARMY OF THE REPUBLIC—INDIANA, DEPARTMENT OF.

General order, series 1942/43, no.4, May 4, 1943.

Journal of 63rd annual encampment. . . at Martinsville, Indiana, June 21-25, 1942. 53p.

### HEALTH, STATE BOARD OF.

Monthly bulletin, v.46, nos.4-6, April-June, 1943.

The Waterspout, a publication for waterworks men, issued by the Board in cooperation with Indiana section, American water works association, v.3, no.3, July, 1943. Mimeographed.

Environmental sanitation, Division of. Sewage gas, v.6, no.2, June, 1943. Mimeographed.

Health, State Board of, see also NUTRITION COUNCIL, STATE.

### HIGHWAY COMMISSION.

Annual Report, 1941/42. 114p.

### HISTORICAL BUREAU.

Indiana history bulletin, v.20, nos.5-6, May-June, 1943.

### INDIANA BOYS' SCHOOL, Plainfield.

Indiana boys' school herald, v.43, nos.18-27, May 1-July 24, 1943.

\* 76th annual report, 1941/42. 51p.

### INDIANA HORTICULTURAL SOCIETY.

Hoosier horticulture, v.25, nos.5-7, May-July, 1943. Monroe McCown, Lafayette, Indiana, secretary.

\* Transactions, 1942. 78p.

INDIANA SOLDIERS' AND SAILORS' CHILDREN'S HOME, Knightstown.

The Home journal, v.55, nos.4-7, April-July, 1943.

INDIANA STATE CONFERENCE ON SOCIAL WORK.

Quarterly bulletin, v.3, no.3, July, 1943. Mimeographed.

INDIANA STATE FARM, Putnamville.

Hill top-ic, May-July, 1943.

INDIANA STATE PRISON, Michigan City.

\* Personnel, the keystone of successful penology. The biennial report [July 1, 1940 to June 30, 1942] of the board of trustees. [100p.]

INDIANA STATE SANATORIUM, Rockville.

The Hoosier res-cuer, v.18, nos.11-12, May-June, 1943.

INDIANA STATE SCHOOL FOR THE DEAF.

The Hoosier, v.55, nos.7-9, April-June, 1943.

INTERSTATE COOPERATION, COMMISSION ON.

Bulletin no.14. Will the pendulum swing back to states' rights? 3p. Mimeographed.

LOGANSPORT STATE HOSPITAL, Logansport.

\* 54th year, 1941/42. 100p.

MINES AND MINING, BUREAU OF.

Fatalities, March, April-May, June, 1943. Mimeographed.

NUTRITION COUNCIL, STATE.

Foods for health, a six-lesson course in nutrition for adult classes. Prepared by the Council affiliated with Indiana State board of health. 48p.  
Nutrition program. Bulletin, nos.55-63, April 27-July 22, 1943. Mimeographed. (Heading: Defense news letter, official bulletin)

PUBLIC INSTRUCTION, DEPARTMENT OF.

Bulletin, no.139. Music and morale in war-time, with suggested list of songs for community singing, short list of music of some of the allied nations, bibliography on music and war. 1943. 16p.

Vocational education, Division of. †Educational bulletin, no.77 [4th revision] November, 1941. A year's record on an Indiana farm. 19p. [Prepared by Division of farm management, Purdue university]

—†Educational bulletin, no.17, 3rd revision. A guide to teaching farm accounting in rural schools of Indiana, prepared by Division of farm management, Purdue university, October, 1936. Reprint August, 1939. 48p.

—†Educational bulletin, no.78 [4th revision] November, 1941. A guide to teaching farm accounting in Indiana schools. 69p. [Prepared by Division of farm management, Purdue university]

PUBLIC SAFETY, DIVISION OF.

Benefits and penalties of the new Indiana motor vehicle safety-responsibility law. 8p. Folder.

PUBLIC WELFARE, DEPARTMENT OF.

Public welfare in Indiana, v.53, nos.5-7, May, July, 1943.

RICHMOND STATE HOSPITAL, Richmond.

\* 53rd annual report, 1941/42. 61p.

STATE, DEPARTMENT OF.

Certain laws concerning corporations for profit. 65p.

STATE LIBRARY.

\* Library occurrent, v.14, no.6, April-June, 1943. Published June 15, 1943. p.136-158.

SUPREME COURT.

Reports of cases decided in the Supreme court of the state of Indiana. . . v.219, from September 17, 1941 to April 14, 1942. 757p. Available on exchange for court reports of other states through the Supreme court—Law library, 316 State house, Indianapolis, Ind.

TAX COMMISSIONERS, STATE BOARD OF.

Report of committee on oil and gas station equipment and bulk plants. 1p. Mimeographed.

UNITED SPANISH WAR VETERANS—INDIANA DEPARTMENT OF.

General orders, series 1943/44, no.1, June 25, 1943.  
Roster of camp and district officers. 1943. 23p.

Auxiliary. General orders, series 1942/43, no.4, May, 1943.

*State Colleges and Universities*

BALL STATE TEACHERS COLLEGE, Muncie.

Ball state commerce journal, v.14, no.3, May, 1943.

INDIANA STATE TEACHERS COLLEGE, Terre Haute.

Pied pipings of the poets club, v.15, 1943. [n.p.]  
Bulletin, v.36, nos.2,4, April, June, 1943.

INDIANA UNIVERSITY, Bloomington.

Indiana university convocations [Program] Percy Grainger, Thursday, June 10 [1943] 4p.

News-letter, v.31, no.2, February, 1942. Indiana university in war-time. Folder.  
Publications: Science series, no.12, 1943. Stoneflies of southwestern British Columbia, by William E. Ricker. 145p. Price \$1.50. Training for new opportunities in social work at Indiana university. [8p.]  
Welcome to Indiana university. [1943] Folder.

Business, School of. The Accounting club, Indiana university, annual report, 1942/43. 34p.

—Business research, Bureau of. Indiana business review, v.18, nos.5-7, May-July, 1943.

Education, School of. Bulletin, v.19, no.3, May, 1943. A study of students transferring to Indiana university from other colleges and universities, by Merrill Thomas Eaton. A list of bulletins in the field of education, Indiana university. 39p.

—Eighteenth annual league college, July 1-12, 1943. [Program] The postwar world and education. National league of teachers' associations in cooperation with the School of education. 8p.

—Cooperative research and field service, Bureau of. Test manual for Indiana university motor fitness indices, by Karl W. Bookwalter. 1943. 9p.

*English department.* The Folio, v.8, nos. 4-5, April, June, 1943.

*Extension division.* Bulletin, v.28, no.4, January, 1943. Indiana university cooperates with the United States armed forces institute. High school and college courses by correspondence study. . . 8p.

— Bulletin, v.28, no.5, February, 1943. War films. 36p.

*History, Department of.* Indiana magazine of history, v.39, no.2, June, 1943.

*Medical center.* Quarterly bulletin, v.5, no. 2, April, 1943.

#### PURDUE UNIVERSITY, Lafayette.

Bulletin, v.43, no.4. Catalog number for . . . 1942-1943 with announcements for. . . 1943-1944. 424p.

Bulletin, v.43, no.5, May, 1943. Financial report, 1941/42. 204p.

Purdue news, v.13, no.9, January, 1943. Purdue university offers a new course for women in housing. 7p.

Purdue news, v.14, no.2, April, 1943. To the high school graduate. 4p.

Purdue news, v.14, no.4, June, 1943. A liberal science program for women at war. Modern training for modern women. 38p. Purdue news, v.14, no.5, July, 1943. Summer program of technical training. 16p.

*Agricultural experiment station.* 55th annual report, 1941/42. 108p. On cover: Science solves farm problems and aids agricultural production.

— Bulletin, no.478, December, 1942. An economic study of farm labor in Indiana. 38p.

— Bulletin, no.479, March, 1943. Indiana milk supply for different market outlets. 22p.

— Bulletin, no.480, October, 1942. A guide to agricultural programs in south central Indiana. 48p.

— Circular, no.278, October, 1942. 28th annual report of the Creamery license division, for the year ending March 31, 1942. 15p.

— Circular, no.279, December, 1942. Inspection of legume inoculants. 4p.

— Circular, no.280, January, 1943. Diseases of dent corn in Indiana. 20p.

— Circular, no.281, November, 1942. Inspection of agricultural seeds. 147p.

— Circular, no.282, December 31, 1942. Indiana stallion enrollment. 38p.

— Circular, no.283, April, 1943. The production, feeding and care of rabbits. 6p.

— Circular, no.284, May, 1943. The granulation test for measuring the degree of particle fineness in wheat meal. 8p.

*Agricultural extension, Dept. of.* Extension bulletin, no.180 (3rd rev.) April, 1943. Feeding soybeans and soybean oil meal. 8p.

— Extension bulletin, no.217 (Reprint, 2nd rev.) March, 1943. Legumes in the dairy ration. 8p.

— Extension bulletin, no.227 (Reprint, 2nd rev.) May, 1943. 4-H garden club manual. 15p.

— Extension bulletin, no.274. Purdue poultry pointers. 20p.

— Extension bulletin, no.279, May, 1943. 4-H club clothing, third division. 11p.

— Extension bulletin, no.281 (Reprint) May, 1943. Tomatoes by direct seeding. 8p.

— Extension bulletin, no.289, May, 1943. Housing the farm machinery. Folder.

— Extension bulletin, no.293, 1943. How to measure a woods. Folder.

— Extension bulletin, no.294, May, 1943. 4-H club clothing, fourth division. 15p.

— Extension bulletin, no.295, May, 1943. Fight hog cholera—vaccinate. 8p.

— Extension bulletin, no.296, June, 1943. The way to successful canning. 15p.

— Leaflet no.210 (3rd revision) August, 1943. How to grow thrifty fall pigs. Folder.

— Leaflet, no.221 (Reprint) April, 1943. The control of chick bronchitis. 2p.

— Leaflet, no.246, 1943. Care and repair of electric appliance cords. Folder.

— Leaflet, no.247, 1943. Animal pests of your victory garden. [4p.]

— Leaflet, no.248, 1943. Wartime peach production. Folder.

— Leaflet, no.249, June, 1943. Canning guide, fruits and vegetables. Folder.

— Leaflet, no.250, July, 1943. Home storage of fruits and vegetables.

— *Agricultural statistics, Dept. of.* June 1, 1943. Pig survey. 2p.

— Indiana crops and livestock, nos.207-209, 212-214. December, 1942-February, 1943, May-July, 1943.

*Agriculture, School of.* The agriculturists' book shelf, compiled by the library committee. March 9, 1943. 15p. Mimeographed.

## SOLDIERS USE BILLINGS HOSPITAL LIBRARY

Soldiers who have been accustomed to libraries expect good service from a hospital library, Ellen Myers, librarian at Billings General Hospital, Fort Benjamin Harrison, reported at the Spring Mill Park Library Institute.

Billings is a 1000-bed hospital with a total personnel, including staff and students at the Technical School, of about 3000 people. Readers borrow an average of 110 books a day from the library. Much of the reading is for diversion, as is usual and desirable

in a hospital library, but about one-third of the books read are thought-provoking.

Within a four-weeks' period hospital library patrons at Billings recently borrowed among other books:

	No. of times borrowed
Freedom and Culture (Dewey) .....	3
Destiny of Western Man (Stace) 2 copies .....	6
Faith to Fight For (Strachey) .....	3
Economic Bases of Peace (Patterson) .....	2
American Stakes (Chamberlain) .....	1
Technics and Civilization and Faith for Living (Mumford) .....	1
Let the People Know (Angell) 2 copies .....	5
The Russians (Williams) ...	3
Mission to Moscow (Davies) 5 copies .....	all out
South of the Congo (James)	2

Behind God's Back (Farson)

2 copies ..... 6

Journey Among Warriors

(Curie) ..... 6 reserves

One World (Willkie)

2 copies ..... 12  
6 reserves

Vocational guidance appeals to men about to be discharged, the men asking for books on such subjects as farming and machine shop practice. Those who have seen action seem more concerned than others with post-war issues. Enlisted men on the whole are centralizing their thoughts and energies chiefly on the war.

Reasons for reading are as varied among Billings' readers as are the books requested. A Guadalcanal man's reason for wanting *Seasoned Timber* was that he had not finished it when his boat was bombed and he "didn't have a chance to grab it."

The Billings library is small with only 7000 volumes, but "its patrons are reading widely and reading on the state of the world." Contributions from the Victory Book Campaign have been welcome additions to the hospital collection.

## BRIEFS

A tribute to Judge Ora L. Wildermuth, trustee of Gary, appears in the July issue of the *A.L.A. Bulletin*, done by Paul Howard, librarian of Gary. It is in recognition of the honor recently accorded Judge Wildermuth in the award of the A.L.A. Trustee Citation for 1943, as noted in the June issue of *Library Occurrent*.

\* \* \*

*The United States at War: Our Enemies and Our Associates* by our own Dr. C. B. Coleman deserves special mention in the light of the forthcoming Institute on War and Postwar Issues in Indianapolis. A pocket-size booklet of eighty pages, it presents "in a nut-shell" basic information

about the countries at war which every citizen of the United States should know. It is published by the Indiana Historical Society, paper cover, 25c; cloth bound, \$1.25.

\* \* \*

The vital importance of pamphlet materials today, again in light of the October institute, merits special reference to the Pamphlet Shop, 84 East Randolph Street, Chicago. This new enterprise is one of a group of agencies constituting the International Relations Center, established with the cooperation of the Carnegie Endowment for International Peace. The Pamphlet Shop specializes in material on international affairs and postwar problems. Its announce-

ment states: "We carry what it is hard to find elsewhere—material which is current, inexpensive and authoritative."

\* \* \*

*Public Libraries in the Life of the Nation* by Beatrice Sawyer Rossell is a new publication of the A.L.A. The book is an answer to the long felt need for a simple statement of American librarianship that can be used to recruit promising young people into the ranks of the library profession. It pictures the challenge of library service in a way that will attract young men and women who have ambition for public service. Price \$1.50. (Mrs. Rossell is known to Indiana librarians as a welcome visitor to state meetings and as former editor of the *A.L.A. Bulletin*. Her report on the June institutes on war issues appears elsewhere in these pages.)

\* \* \*

Another A.L.A. publication of vital interest is *Postwar Standards for Public Libraries*. It was prepared by the Committee on Postwar Planning of the A.L.A. at the request of the National Resources Planning Board. The result is a basic tool for local, state, and national library planning. Price \$1.50.

\* \* \*

Children's librarians will welcome the latest publishing news from A.L.A., that is, the appearance of a new edition of Effie L. Power's important book on children's work. In 1930 it was called *Library Service for Children*. The revised edition today is called *Work with Children in Public Libraries*. The price is \$3.00.

\* \* \*

Dr. Harry M. Lydenberg recently became the director of the new A.L.A. **International Relations Office**, located in the Library of Congress Annex, Washington, D. C. The office of the A.L.A. Committee on Aid to Libraries in War Areas has been transferred to this office. Dr. Lydenberg, former director of the New York Public Library, was until recently director of the Biblioteca Ben-

jamin Franklin, Mexico City (the American library in Mexico).

\* \* \*

The Extension Division of the State Library would call the attention of libraries to an important publication of the National Congress of Parents and Teachers, *Community Life in a Democracy*, a symposium of very helpful articles by recognized authorities. The chapter on the library is by John Adams Lowe of the Rochester (N. Y.) Public Library. The books, well bound and illustrated, may be obtained from the Chicago office of the congress, 600 South Michigan Boulevard. Price \$1.00.

\* \* \*

*Library Publicity Literature* (6p., mimeographed) is available free from the Public Relations Division of the A.L.A. This is a revision of the bibliography compiled in 1941 by Kenneth R. Shaffer, until recently member of the staff of the Indiana State Library, now assistant to the director of libraries, Indiana University.

\* \* \*

Two new publications of the H. W. Wilson Company are to be noted. *Twentieth Century Authors* is one of the series of author books edited by Stanley J. Kunitz and Howard Haycraft. It takes the place of two of their now out-of-print volumes, *Living Authors* and *Authors Today and Yesterday*. Entirely new biographical sketches of the authors who appeared in these works plus over a thousand additional biographies make this a comprehensive reference tool. Price \$8.50. *Short Cuts to Information* by Zaidée Brown (25c, additional copies in same order 10c) should be a useful aid to librarians. It describes publications that enable a reader to find information about books, to find best books on a subject, to find pamphlets and magazine articles on a subject, etc. It guides to the best sources on various topics such as child care. It is a reprint of the Appendix in the fifth edition of *Library Key*.

\* \* \*

*Foods for Health*, a six-lesson course in nutrition for adult classes, has been pre-



pared by the Indiana State Nutrition Council in cooperation with the Indiana State Board of Health. This attractive pamphlet includes a reference list of three pages made up chiefly of government bulletins and

charts, both federal and state, and authoritative pamphlets from other sources. Copies may be had on request from the State Board of Health.

### NEWS NOTES FROM INDIANA LIBRARIES

The Bloomington Public Library takes pride in a unique record of service men and women of Monroe County. Made from newspaper clippings and notices, it covers the individual records of the 2000 men and women from the county during their period of service in the armed forces—their induction dates, promotions, marriages, and other significant happenings. Besides these files, there are pictures and cards obtained from friends and relatives posted on a billboard. These give the past history of each man or woman. In the future this information will be used to record Monroe County's part in the war. . . . *Phyllis Baker*, graduate of Columbia City high school and salutatorian of her class, was appointed assistant at the library in June. The appointment became effective upon the completion of the summer course in library work, given at the Indiana State Library from June 14 to July 17.

*Margaret Helfrick* is now head of the work with children and young people at the Elkhart library. She replaces *Kathleen Backus*, who resigned in February to take a position at the Scott Field library. Miss Helfrick, previously in charge of the hospital collections and the high school corner, has taken work this summer at Columbia University in order to qualify for her new position. *Marajane Eader*, recent high school graduate, is doing the work of a general assistant; and *Mrs. Dean Smith*, who became a member of the library staff upon the resignation of *Jane Shute*, has taken over Miss Helfrick's hospital library service. . . . *Rez M. Potterf*, librarian at Fort Wayne,

announces the appointment to the staff of *Caroline Otjen*, a graduate of the University of Oklahoma School of Library Science. Miss Otjen assumed her duties September 1.

The Elwood Library Board also announces several changes in its personnel, *Lucile Snow*, librarian for the last 14 years, resigned September 1. Miss Snow plans to take an extended vacation in northern Michigan. Her place has been filled by *Ivah Stout*, of Toledo, Ohio. Miss Stout has her A.B. degree from Indiana University and her degree in library science from the University of Illinois. She has previously worked at the Evansville Public Library, Billings General Hospital at Fort Benjamin Harrison, and as high school librarian at Charleston, Illinois. *Mrs. Charles Gilbert*, in charge of circulation, is also resigning; her place is to be filled by *Mabel Digel*, of Elwood. Mrs. Gilbert has joined her husband at Camp Lee, Virginia. *Mrs. J. Alston Millsbaugh* is continuing her leave of absence with the exception of some cataloging work and story-telling. *Rachel Webb*, of Frankton, is now branch librarian. She replaces *Vivian Witmer*, who has been forced to retire because of ill health. *Barbara Kellar* became an apprentice when *Anneileen Anglemeyer* left for Ball State Teachers College this fall.

After serving 25 years as assistant and librarian, *Mrs. Edith Hunter* resigned her position at the Franklin Public Library in July. For the last ten years Mrs. Hunter has been librarian. The new librarian has not been named.



While Paul Howard is on leave of absence (see page 165), Gary's new assistant librarian, *Richard B. Sealock*, will direct the affairs of the library. Mr. Sealock, appointed June 21, comes from the Enoch Pratt Free Library, Baltimore, Maryland, where he has been in charge of the history, travel, and biography section since 1939. Mr. Sealock received his education at Eureka College, and at the library schools of the University of Illinois and Columbia University. *Helen Norris*, a new cataloger, began work May 1. She takes the place of *Mrs. Margaret Ritchie Pospichel*, who has moved to Denver. Miss Norris has her A.B. degree from Knox College and her library science degree from the University of Illinois. She was previously employed as assistant librarian at the Abingdon, Illinois, Public Library; in the extension division of the Springfield, Illinois, Public Library; and as assistant cataloger and general librarian at Rockford, Illinois. *Mrs. Mary E. Blodgett* is observing her 25th anniversary this summer in the service of the Gary library. The Griffith branch has been under her guidance since its establishment in 1918. A graduate of Valparaiso University, Mrs. Blodgett taught in the schools of Porter County and in Griffith. *Michael Hartman*, the custodian, was also employed in 1918 and is celebrating his 25th anniversary. He came from Cleveland originally.

The Gary library commemorated the first anniversary of the murder of Lidice with a graphic exhibit assembled by *Mrs. Catharine White*, director of the young people's room. The exhibit depicts the death of the Czechoslovakian Lidice and its rebirth in the Illinois housing project which was dedicated a year ago to perpetuate its name. News clippings, an American and a Czechoslovakian flag, pictures of Dr. Eduard Benes, president of the Czechs in exile, and of the Gary group which greeted him on his return to this country in May, books on the subject, posters indicating the art and the culture of the people, and records of folk music made

up the display. Many of the pictures came from the study of Rev. Ivan Ladizinsky, pastor of St. Nicholas Carpatho Russian church. July 12 was the first anniversary of the dedication of a perpetual light at a new settlement near Joliet, Illinois, which was re-named Lidice.

*Mrs. Vera S. Cooper*, head of the DePauw University Library at Greencastle since 1931, has been elected treasurer of the American Association of College and Reference Libraries. . . . *Mrs. Caroline Pickett*, the new assistant librarian at Greenfield since September 1, succeeds *Mrs. Ralph Tapscott*. Mrs. Tapscott has resigned because of ill health. . . . *James Howard*, of the Hammond Public Library, announces three resignations. *Martha Hahn*, after two years at the library, has resigned to attend Earlham College. *Lisbeth Cosgrove* and *Virginia Dana* have joined the WAVES.

Because of the Indianapolis Public Library Staff Association's amusing and informative weekly publication, *Ad Lib*, News Notes for the *Occurrent* can print a picture of the activities going on at I.P.L. The institution has gone all out for patriotism. Three of its staff members have been accepted by the WAVES, and a fourth has taken a position with a library in a camp. School library stations have been kept open throughout the summer. The library has also produced an excellent report of its co-operation with the civilian defense program. Now for the details: *Ann Petit* in the office, *Marcia Binford* at Irvington Branch, and *Rose Myers*, at E. Washington Branch, are the three staff members who expect to begin their "boot training" with the WAVES in September. *Helen P. Thompson*, librarian at the Hawthorne Branch, for the last two years, joined the library staff at Camp Crowder, Missouri, in September. *Dorothy Sipe Adams* has gone to Norfolk, Virginia, with her husband for an indefinite stay. Lt. Adams is with the Navy Air Corps.

*Mary Cartwright*, of the Spades Park Branch, was married July 2 to Captain Paul Bergner, who is stationed at Fort Benjamin Harrison.

Because of the increased wartime need for adequate recreation, the library continued to operate stations at certain schools during the vacation months. The stations were open at specified times each week. Seven war plants now depend on the Indianapolis Public Library for their books, whether mysteries or mathematics. Under the direction of *Catherine Bailey*, head of the Extension Department, a librarian visits five of the plants one day each week. The other two are served by plant employees. Hours are arranged so that two shifts of workers can come to the library. Several hundred books make up each collection; children's books are also loaned to the parents in the plant.

Here are highlights of the report *Frances Stalker* prepared on I.P.L.'s cooperation with the civilian defense program: New lists of books on nutrition were prepared, and approximately 200 books and 500 pamphlets in this field have been added to the library's collection. Central and branches are acting as collection stations for the victrola record drive. Up to July 12, members of the I.P.L. staff had contributed 140 work periods on Ration Book No. 3, totaling approximately 280 hours. Classes in story-telling instruction have been held at four schools by *Mary Jo Spurrier*, day nursery chairman. Collections of books have been sent to several neighborhood play schools, and a list of stories to be used in nursery schools has been compiled.

More items about the staff include the news that *Vera Popcheff* is on indefinite leave because of illness; *Elizabeth McCracken* has accepted a position at the Detroit Public Library; and *Margaret Paul Williams* resigned June 1, to devote her time to "home and husband." *Arlene Wilson*, of Indianapolis, is now publicity "man" for I.P.L. Miss Wilson began work June 14. She was graduated from the University of

Illinois in 1937. Since then she has done editorial and secretarial work for the American Medical Association, the American Dietetic Association, and the American Society of Planning Officials. *Ruth Binns*, a graduate of Earlham College and of Western Reserve Library School, is now a junior assistant assigned temporarily to loan desk. She began work July 1. *Mrs. Beatrice Elliott Seymour* also began work July 1, as aide at Dunbar Branch. Mrs. Seymour is a graduate of Butler and has formerly been a teacher at Crispus Attucks High School. *Maurine Irwin*, of Streator, Illinois, has been appointed senior assistant in the Catalog Department. Miss Irwin is a graduate of Knox College and of the University of Illinois Library School. She has also received an M.A. degree from the University of California and has done advanced work in the Chicago University Graduate Library School. She comes here from Ohio Wesleyan University Library, where she has been reference librarian.

*Mabel Leigh Hunt's* book, *Peddler's Clock*, has been chosen as one of the twelve "Honor Books" in the Seventh Annual Children's Spring Book Festival sponsored by the New York *Herald Tribune*. A gold medal which was awarded to James Whitcomb Riley in 1912 by the National Institute of Arts and Letters has been presented to the Indianapolis Public Library by relatives of the poet. It is an 18-carat Tiffany piece, about two and one-half inches in diameter. Mr. Riley was the first poet to receive this honor from the institute. The Art and Music Division has on display at Central examples of painting, drawing, and clay modeling done by enlisted men in the art studio of the Illinois Street branch of the Service Men's Center.

Everyone will be glad to know that *Dr. Coleman*, director of the Indiana Historical Bureau, has returned to work after a serious illness this summer. . . . *Kenneth R. Shaffer*, acquisitions librarian and editor of

the *Occurrent* at the Indiana State Library, resigned on July 1 to become assistant to the director of libraries at Indiana University, Dr. Robert A. Miller. Mr. Shaffer received his A.B. degree from Butler University, where he also did graduate work. He has worked at the State Library since 1936 with the exception of the year he spent at the University of Illinois, from which he received his library science degree in 1941. Harold J. Burton has been transferred from the Service to the Blind to the Archives Division, where he is special assistant in charge of newspapers. Mrs. Margaret Harpe takes Mr. Burton's place in the work with the blind. Mrs. Harpe was formerly a member of the circulation staff, 1923-26, when Florence Venn had charge of the reference and loan work. She returned to the library in 1941, serving at the loan desk until her new assignment. Mrs. Harpe's unusual talents augur well for Indiana's library service for the blind.

Jasonville has moved its library into a different building. There are now new shelves and new books, but not quite enough new books to fill the new shelves. Mrs. Ruby Letsinger, librarian, hopes that through gifts and purchases this matter can be taken care of shortly. The Tri Kappas have already donated \$50 toward the purchase of more books. . . . Taken from the *Herald-Argus* of LaPorte, the following item is of interest to librarians who like new and different exhibits: ". . . the library has on display in the adult reading room an unusual pictorial map of Argentina, the property of Charles Scranton. The map is very colorful and is made in 36 squares which are assembled and pasted on cloth backing. At each side of the map are squares depicting the history of colonial Argentina, and the history of the country as an independent nation. The various products of the country are also shown in pictorial detail."

The Friends of the Library is a distinctly up-and-coming group in Logansport. At

their annual meeting held in June, 300 of the 1378 books bought by contributions of the members were on display. Robert Arthur reviewed again what the group could do, stressing that it had been organized for the mutual enjoyment of the members and for benefit to the community. Mrs. Ann Morgan, Mel Butler, and Merrill Miller were re-elected to their positions on the board of directors of the group. A typed copy of Richard J. Houk's *The Geography of Logansport* has now been added to the library's collection. Written by Mr. Houk in 1942 as a part of his work as a student at Indiana University, it is a 140-page bound volume which describes "a Hoosier county seat that is distinctly middle western in history and economy." Pictures and maps illustrate the work. Sections of the book are entitled "Locale of the City," "Evolution of Logansport," "The Modern City," and "Logansport—Retrospect and Prospect."

The Lynn-Washington Township library staged the official dedication of its new building Sunday, June 13. William Hough, of Greenfield, a former companion of James Whitcomb Riley, made the principal speech. The completion of the building was noted in these pages some time ago. It is known as the Frist Memorial Library in honor of Mr. and Mrs. Jonas P. Frist. . . . The Mitchell Public Library is another in the state to undergo painting and improvements this summer. The library stayed closed six weeks for the work. Ceilings were painted ivory and the walls ecru with a blue border. . . . Blanche McKee, librarian at Nappanee for 22 years, resigned the first of June. Members of the library board, their husbands and wives, honored her with a dinner before she left for Denver, Colorado. Helen Shively acted as librarian during the summer months. On September 1, Helen Watkins, assistant at Warsaw, became the new librarian. Miss Watkins has had 6 years' experience in the library at Warsaw, having taken the summer course in library work

at the Indiana State Library in 1937. Lately she has been working on her degree at Manchester College.

In memory of Will Vawter, his wife, *Mrs. Ola Vawter*, presented the Nashville-Brown County Public Library with a complete set of James Whitcomb Riley's poems. The gift was particularly appropriate since Mr. Vawter had illustrated many of Riley's poems. He, also, was one of the original members of the library board and served on the board until his death a few years ago. . . . The *Willis S. Blatchley* library has been presented to the nature study club of Noblesville, which was founded by Mr. Blatchley and named for him. Mr. Blatchley, internationally known naturalist and writer on scientific subjects, had lived in Indianapolis for a number of years prior to his death in 1940. . . . *Mrs. M. F. O'Rear* presented the public library at Oxford with a gift of historical importance to Oxford, an album containing the pictures of the classes which graduated from the old academy under Mr. O'Rear. All in Oxford who remember the old school building are enjoying Mrs. O'Rear's gift. A related gift of unusual interest is a painting by *Mrs. Esther White Lawson*, of Fowler. It depicts the old academy building with its board walk and its magnificent trees. . . . Poseyville Public Library joined the ranks of the Cleaned and Redecorated. The building was closed the week of July 19 in order to facilitate the work. It has been completely redecorated, minor repairs have been made, and a thorough cleaning of books and building has been done.

The Salem Public Library has been fortunate in receiving many welcome gifts of books and magazines recently. Collections of pictures by local artists have been exhibited this summer in the Children's Department. . . . The Scottsburg-Scott County Library has announced the marriage of one

of its assistants, *Kathryn Disney*, to Harold Nicholas. Mrs. Nicholas has worked at the library since her graduation from high school in 1941. After the completion of her summer course in library work at the Indiana State Library last summer, she became assistant librarian.

The South Bend Public Library announces several changes in its staff. *Helen Siniff* is now an assistant at the Oak Park, Illinois, Public Library, where she will continue to do public relations work in which she has won national recognition for herself and for her library. Her radio book reviews and library talks had become a regular feature over WSBT. Three recent library school graduates have joined the staff: *Charlotte Miller*, *Elizabeth Carlson*, and *Kate Bicanich*. Miss Miller, a graduate of the University of Wisconsin Library School, is in the Circulation Department of the main library; Miss Carlson, from George Peabody College for Teachers, in the Business and Industrial Department; and Miss Bicanich, from the College of St. Catherine in St. Paul, Minnesota, at the Prairie Avenue station.

Each year the Deming Branch Library at Terre Haute has a doll party under the direction of *Minnie McKee*, librarian of the branch. This year it was held on August 4, with all children from the Deming school district and their friends invited. All the dolls were entered in the contest, and prizes were given for the oldest one and for those outstanding in some other way. *Mrs. Doris Grigsby Byers* told stories in keeping with the theme of the party. . . . After being closed two weeks in July for much needed repairs and re-decoration, the Valparaiso library resumed regular services in all its painted glory. The board plans to have the outside of the building painted as soon as possible. *Zada Carr*, librarian, was married in July to Andrew Williams. Mrs. Williams will continue in her position as librarian.

## NEW PURCHASING LAW

*The following statement was distributed to all libraries under date of August 3, 1943. It is reproduced for convenience in referring to it.*

### TO LIBRARIANS AND TRUSTEES OF TAX-SUPPORTED PUBLIC LIBRARIES:

*Subject:* Chapter 129, Acts of 1943, concerning purchases of materials, equipment, goods and supplies. *Application of the law to libraries.*

The following statement has been prepared by the State Library to serve as a guide for tax-supported public libraries. It is based on many discussions, including a special conference with the State Examiner of the State Board of Accounts whose interpretations and suggestions are incorporated in the statement.

#### I. General Observations.

1. The law does apply to tax-supported public libraries since it is a general law and since it specifically exempts only institutions of higher education and government-operated utilities (which have their own comparable regulations).
2. The law became effective May 1, 1943. Enforcement of the law during the first sixty days can be expected to give reasonable consideration to the fact that advance information could not be supplied concerning the law and its operation, and change of established procedures could not be made over night. Libraries are expected, however, to effect the change without further delay.
3. The law embraces the purchase of all "materials, equipment, goods and supplies." This is interpreted to include library books and magazines, but to exclude binding which is classified as a contractual service.

#### II. Bid and Contract—Revised Form No. 95.

1. This form may be obtained from any state printer, or it may be printed locally so long as the form is copied exactly.
2. This form is to be used in purchasing any goods costing in excess of \$100. The form provides for specifications and a bid or proposal on same. It also provides that acceptance of a bid shall constitute a contract.
3. Notice to bidders by publication in the press is required on all orders in excess of \$500. For orders in excess of \$100, but not over \$500, bids may be invited

by mailing specifications to at least three persons, firms or corporations, in lieu of advertising in the press.

4. Advertisements are to be inserted in two papers of opposite political adherence. Such advertisements may be simplified to minimize the cost, specifying the time and place for receiving bids on the named article or class of articles, and stating that specifications may be had on request.
5. The Library Board is the sole and final authority for determining the "lowest and best bid" and accepting same in accordance with its policies and judgment. It may not delegate this responsibility.
6. For book and magazine purchases, the law is interpreted to permit the taking of bids once a year on the estimated annual total of book orders, or magazine subscriptions. Book orders may be broken down into classes according to kind and source, for example New Books (publisher's binding) and Pre-bound (re-inforced) Books. Such bids, when accepted, would become contracts for the year, establishing the agencies through which orders would be placed for the specified classes of book purchases, or for magazine subscriptions. All such orders would involve the use of Purchase Order Form No. 98, and these individual orders might be for any amount, either less than or greater than \$100, since they would be covered by annual contract.

All other current book orders, not covered by an annual contract, would be subject to the new law, each one individually, under one of the following alternatives:

- (a) An order whose estimated total net cost (after discount) did not exceed \$100 may be placed direct, without bids or advertising, simply by use of Purchase Order Form No. 98. This would apply presumably to most current book orders falling outside annual contracts, such as orders direct from publishers, orders through publishers' representatives if these cannot be handled through the annual contract dealer, orders from special dealers or firms, as for "remainders," bargain offers, and second-hand or rare books,



also direct purchases by the librarian from a book store, etc. Each such individual order should be held to less than \$100, as far as this is practicable, except that an order for a unique item or items which can be had only from the one source may exceed \$100 (e.g. an encyclopedia or other subscription work that can be purchased only from the publisher).

- (b) An order whose estimated total net cost exceeded \$500 must be advertised and bids taken. An exception to this would be recognized in the event such order involved unique items which could be had only from the one source.
- (c) An order whose estimated total net cost exceeded \$100 but did not exceed \$500 need not be advertised but does require in lieu of advertising, that specifications be mailed to at least three persons or firms as prospective bidders. An exception to this procedure would be recognized in the event such order involved unique items which could be had only from the one source.

### III. Purchase Order—General Form 98.

1. This form may be obtained from any state printer, or it may be printed locally so long as the form is copied exactly.
2. This form is to be used for all purchases of materials, equipment, goods and supplies, including books and magazine subscriptions. It will be made out in triplicate—one copy for the vendor, one for the library file, and one to be filed for public record. Copies for public record will be filed as follows:

County or Township Libraries—with the County Auditor.

City or Town Libraries (except those under School Boards)—with the Controller, Clerk or Clerk-Treasurer as the case may be.

City or Town Libraries which are under School Boards—with the Secretary or Clerk of the School Board.

*Exception:* In cases where the Library Board receives and completely administers all library funds, setting up its own bank account and issuing all library checks, then the third copy for public record would be filed with the Treasurer or Secretary of the Library Board.

3. The law requires that each Purchase Order Form show the unobligated bal-

ance that is available in the particular appropriation from which the purchase is to be made. This means that each order is an encumbrance against such appropriation. This procedure applies alike to orders of less than \$100 and to orders of more than \$100. This requirement emphasizes the necessity of an accurate record of appropriations.

In the case of *book orders*, most of which are based originally on estimated costs, and all of which are subject to incomplete fulfillment or long delays before the delivery of all items, it is recognized that figures for unobligated balances and for new encumbrances cannot be exact. It is recommended therefore that older encumbrances be cleared periodically as every sixty days, by cancelling such outstanding orders and reordering those items which are still needed and obtainable.

4. Purchase Order Forms are to be numbered consecutively in order to give each order an identifying number. This purchase order number should appear on all invoices and claims, except that a claim would be valid without such number provided the vendor attached his copy of the original order.
5. An order which involves many items and calls for extension on one or more extra sheets, e.g. a book order, may be continued on supplementary sheets as required, provided that these sheets are of the same size as Form No. 98 and that each supplementary sheet carries the necessary information at the top identifying it with the particular order, namely Vendor, Date and Purchase Order Number (referred to just preceding).
6. Certification of the receipt of merchandise must be entered on each Purchase Order, as the form provides, by the librarian or other authorized library staff member.
7. Purchase Orders issued on bids and contracts are required to be delivered within thirty days. (See item 5 just preceding, second paragraph.)
8. *Petty cash purchases* are included under the law even though such purchases are made from library funds other than tax receipts proper. This is on the theory that all income of a tax-supported institution becomes public funds and must be accounted for as such regardless of source. For this reason, and in order to simplify the handling of petty cash pur-



chase, the following procedure is recommended:

- (a) That all petty cash income be deposited monthly in the General Fund of the library.
  - (b) That a Petty Cash Revolving Fund be authorized and set up by the Library Board at the beginning of each fiscal year in an amount adequate to meet the maximum monthly petty cash expenditures for all purposes.
  - (c) That simple receipts be obtained for individual petty cash expenditures, and, when these expenditures have depleted the petty cash fund, that such expenditures be listed on one or more claim forms to be charged against the proper appropriation, thus restoring the Petty Cash Fund from the General Fund of the Library.
9. *Gasoline purchases* may be handled as follows:
- (a) If coupon books are available these offer the simplest plan since they can be purchased in any desired amount, by use of the Form No. 98, and since a library could readily patronize more than one local distributor if desired.
  - (b) Otherwise it is recommended that Form No. 98 be used to order an estimated month's supply of gasoline. The distributor would charge current individual purchases against this monthly purchase order and

would reconcile actual purchases with the purchase order at the end of the month. This plan again would permit a library to deal with more than one local distributor if desired, as by alternating the library's business month by month.

10. Other recurring purchases involving one local firm, as for example office supplies, janitors' supplies, etc., may be handled by the same method as that outlined in 9 (b) preceding. The reconciliation at the end of the month would enable the librarian to identify issued Form No. 98 by attaching the vendor's statement to said form.

#### IV. *Security Bond for the Librarian.*

It is recommended in the interest of good business practice that Library Boards place their head librarian under bond in an amount to be fixed by the Library Board, but not less than \$500. This recognizes that the librarian has responsibility not only for handling cash but also for financial records, and for physical properties of substantial value, including books.

#### V. *Inquiries.*

The State Library will be anxious to assist libraries in any way possible. It is suggested, however, that inquiries involving technical or legal questions be addressed directly to the State Board of Accounts, Mr. Otto K. Jensen, State Examiner.

Yours very truly,

HAROLD F. BRIGHAM,  
Director, State Library.

#### LIBRARY CALENDAR

October 6-8:	Institute on War Issues and Joint Annual Conference, I.L.A. and I.L.T.A., in Indianapolis	October 24-30:	British Book Week (national)
October 21-22:	Indiana State Teachers Association, School Library Division, meeting in Indianapolis	November 14-20:	Children's Book Week (national)

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ON

WAR AND POSTWAR ISSUES

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